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ABSTRACT

This booklet describes 26 programs underway throughout the nation, designed to provide quality education to inner city youth, and funded by ESEA Title III resources. The programs include early childhood activities, individualized instruction, programs to help youth make the transition to the world of work, staff training, and parent and community involvement. Each project description includes information on the following: brief description of the project, project cost, project area, socioeconomy, education, project schools, project staff, program elements, other sources of funds, project director, and person to be contacted for further information. (RJ)

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CENTRAL CITY EDUCATIONAL PROJECTS
1969.

TITLE III OF

THE ELEMENTARY AND SECONDARY

EDUCATION ACT OF 1965

UD010405

U.S. Office of Education
Bureau of Elementary and Secondary Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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FOREWORD

In announcing the Title III ESEA funding of 26 Central City Projects in August 1968, former Commissioner Harold Howe II said that "Changes in past practices are needed to meet the education crisis in the Nation's big cities. By trying out different strategies in inner city schools, these programs will lead us to better understanding of how people provide quality education in the central city....This is the first time that significant amounts have been designated for specific schools."

These profiles describe the 26 programs now underway in our inner cities. They include early childhood activities, individualized instruction, programs to help youth make the transition to the world of work, staff training, and parent and community involvement. They are our best hope for finding real solutions to the problems plaguing urban educators.

The activities are also unique in that they represent the first major attempt by local school administrators to concentrate a variety of funds in specific neighborhoods. Besides Title III monies, schools are taking advantage of Title I ESEA, National Defense Education Act Teacher Institutes, the Teacher Corps, Federal research funds, Head Start and significant sums of local, State and other Federal educational dollars.

As the respective programs develop, this booklet will be revised. Future revisions may include specific budget information from each of the target areas in order to give further insight into the question of what dollar amounts it takes to bring about change.

It is hoped that these sketches will give each of the project staff members and all urban schoolmen some small insight into the neighborhoods and activities of the Title III central city programs. If this basic understanding leads to an exchange of ideas and thereby enables city educators to communicate both the successes and the failures they encounter, then great strides will have been made in the ability to predict effective educational services to urban children.

Leon Lessinger
Associate Commissioner
for Elementary and Secondary Education

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ATLANTA, GEORGIA — SYSTEMS APPROACH TO COMMUNITY EDUCATIONAL IMPROVEMENT

PROJECT IN BRIEF: "To provide a systems approach to the development and utilization of staff, instructional strategies, and media as a means for offering exemplary educational opportunities in a Central City Community; to devise specific performance objectives in accordance with the identified characteristics of pupils; to develop vertically educational opportunities, extending from infancy through job retraining cycles; and to coordinate horizontally all appropriate community resources for educational improvement in a sub-system of schools located in a socioeconomically deprived Central City Community."

PROJECT COST: $252,418 (15 month budget) 1968-69

PROJECT DIRECTOR: Dr. James O. Knuckles
Atlanta Public Schools
2930 Forrest Hill Drive, SW.
Atlanta, Georgia 30315

CONTACT: Dr. John W. Letson
Superintendent of Schools
Atlanta Board of Education
224 Central Avenue, SW.
Atlanta, Georgia 30303
(404) 522-3381

PROJECT AREA: Central City Community (CCC) is located in the east central portion of Atlanta, extending to Atlanta Avenue on the south, to Cherokee Avenue on the east, to the Georgia Railroad on the north, and to the South Expressway on the west. The Central City program is located geographically in the heart of Atlanta's Model Cities program. Close coordination has been evidenced between the two organizations as they move forward with their community improvement program. A member of the Atlanta Schools' staff serves as educational advisor to the Model Cities Program.

SOCIOECONOMY: The Central City Community has a high percentage of families earning less than $2,000 annually, a low percentage of workers earning high incomes, substandard achievement (educational) levels, an excessive unemployment rate, deteriorating and dilapidated housing, and all nine of its census tracts in areas classified as low or lowest on the socioeconomic scale.

Of the 14,954 members of the labor force living in the Central City Community, 916 or 6.13 percent are unemployed. Of the 204,703 members of the labor force in the City of Atlanta, 7,376 or 3.60 percent are unemployed. The unemployment rate in the target area is 2.53 percent higher than that of Atlanta as a whole.

Serious housing needs exist in this community -- a need which affects the self-concepts, morale, and well-being of the people. The 1960 Census, taken eight years ago, reported that 48.75 percent of the housing was either deteriorating or dilapidated at that time as compared to the city's 22.47 percent.

The 1960 Census showed that 25.8 percent of the families living in this community earned less than $2,000 per year while only 14.3 percent in the City of Atlanta earned so small an income.

EDUCATION: Needs of pupils in this Central City Community are extensive and serious. There is a high delinquency rate, an early school dropout pattern, a below average pupil attendance rate, and an above average family mobility rate. The below average reading levels of the pupils indicate low achievement levels and serious educational deficiencies. Tests administered during the 1966-67 school year showed that the following percentages of pupils were reading below grade levels: 88.25 percent of fourth graders, 88.37 percent of sixth graders, and 88.29 percent of eighth graders.

Other needs of the people of this community should be mentioned. One is the need to remain in school longer. Median school years for the City of Atlanta is 10.5, for CCC, 7.5--three years behind the city median. Another need is to reduce the delinquency rate. A survey made in 1964 revealed that the CCC had 19.1 juvenile delinquents per 1,000 residents, the city, 6.7 per 1,000. The 33.7 percent mobility rate exceeds the city rate of 26.2 percent. The 86.5 percent school attendance rate is lower than the 90 percent for the city.

PROJECT SCHOOLS: Schools to be served include: Hoke Smith High School, 1,060 students; and the contributing elementary schools: Cook, 765 students, Slaton, 744, Johnson, 708, and Capitol Avenue, 1,149.

KEY PROJECT STAFF: Includes: coordinator of preschool and elementary education, coordinator of secondary, vocational, and adult education, coordinator of community resources, lead teachers (10), and staff teachers (5).

PROJECT OBJECTIVES: To improve significantly: the intellectual development of the preschool project pupils; the reading readiness scores of the kindergarten project pupils; the achievement scores on standardized and nonstandardized tests of the project pupils; the attitudes and self-concepts of the project pupils; the daily attendance and continuity in school of the project pupils; the job placement and job success rates of the project graduates.

To provide: a program which will enable those pupils who desire post high school education to qualify for admission to institutions of higher education with at least the same percentage of acceptances as the typical high school graduate; adult educational opportunities, academic and vocational in nature, which will improve the training, the employment levels, and the attitudes of the adult population in the region; a staff inservice training program for project personnel.

To involve: parents, businesses, and community agencies in the educational program.

To utilize to a significant extent: the computer for individualized instruction; a systems approach in a sub-system of the school system--coordination of the development and utilization of staff, instructional strategies, and media.

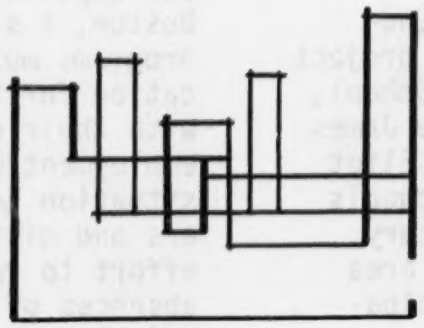
PROJECT DESCRIPTION: To achieve the general objectives of a systems approach to improving education in a central city target area comprising one high school and four elementary schools, ten lead teachers will work intensively with small groups or teams of classroom teachers to facilitate educational improvements in the area of preschool and parent education, technical science, communication skills, hu-

manities, and community resources. Five staff teachers will be used to relieve classroom teachers for in-service workshops, seminars, and conferences as needed. To prepare project staff members, the faculty of the target high school, and selected faculty members of the four contributing elementary schools, a six-week summer institute for teachers of the disadvantaged has been proposed by the University of Georgia for funding under NDEA, Title XI.

PROGRAM ELEMENTS: Many programs and related activities already underway in Atlanta Public Schools will support the Systems Approach to Community Educational Improvement. Fourteen projects or activities are already serving the Central City Community: Head Start, Follow Through, Lead Reading Teacher, Curriculum Assistant, Teacher Aides, Library Aides, Social Workers, Psychologists, Counselors, Afternoon Program, Occupational Information Program, Home-School Community Program, Parent Involvement, and Adult Basic Education. Thirteen other projects or activities are expected to be involved in serving the community in the near future.

FUNDS PROVIDED BY OTHER PROJECTS:

Title I Funds		
Prekindergarten	=	$ 29,073
Follow Through	=	37,000
Lead Reading	=	14,250
Curriculum Assistant	=	23,430
Teacher Aide	=	40,400
Librarian Aide	=	45,200
Counseling	=	9,980
Afternoon Program	=	2,758
Title II Funds	=	3,500
Title III Funds		
Central Cities Project	=	201,934
Technical Sciences	=	159,721
ES 70's	=	23,080
Learning Resources Center for Improving Teacher Training	=	105,000 (approximately)
TOTAL	=	$695,326



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BOSTON, MASSACHUSETTS — AN ALLIANCE FOR EDUCATIONAL PROGRESS

PROJECT IN BRIEF: "The purpose of this proposal is to involve at the grass roots level school and community representatives and all available resources in the development and operation of a prototype comprehensive to make a significant impact upon the most critical needs and educational problems of a community designated target area."

PROJECT COST: $154,077 - 1968-69

PROJECT DIRECTOR: Nominee - Gerald Hill
2401 Washington Street
Roxbury, Mass. 02119
(617) 445-8377

CONTACT: Thomas B. McAuliffe
Assistant Superintendent
1453 Dorchester Avenue
Dorchester, Mass. 02122
(617) 288-2455

PROJECT AREA: Roxbury, Dorchester, and South End comprise the project area. The project will serve the Martin Luther King, Jr. Middle School, located in the Roxbury-Dorchester areas and the James P. Timilty Junior High School, located on John Eliot Square near Dudley Station in Roxbury. Both schools and their respective clusters of feeder elementary schools lie within the Model City Neighborhood area selected as the target area for Boston's participation in the Model Cities Program.

SOCIOECONOMY: The high unemployment and the low skill employment figures indicate a desperate need to raise the educational levels of the residents of this area. Unemployment at 8 percent is 1.2 percent higher than the city average and 58 percent of employed men are low skill workers.

Half of the housing units (10,154 out of 22,019) were designated substandard in 1960. There was no public housing at all in the King district.

The population is 53 percent nonwhite, reflecting the loss of 20,000 white residents from the area in the 10-year interval between 1950-1960. According to the 1960 Census, a quarter of the families had incomes less than $3,000. Health statistics show higher infant mortality and death rates for the Model Neighborhood than for any other area in the city.

EDUCATION: For the two project schools, statistics show that many students do not perform up to the city-wide norm and do not successfully negotiate the transition to high school. In spite of recent specially funded programs and a higher per pupil expenditure rate than in some other areas of Boston, a still greater concentration of funds and programs must be marshalled to provide quality education for these children to enable them to compete with their contemporaries in educational endeavors or employment opportunities. The less than stable staff situation lowers the morale of the experienced teachers and militates against any unified continuous effort to raise achievement levels. The frequent absences of students and their mobility from one neighborhood to another reduce the likelihood of real

continuity in their education. The school dropout rate for the Model City Neighborhood is 36 percent higher than the city average.

PROJECT SCHOOLS: The King Middle School and the Timilty Junior High School are predominantly Negro--96 percent nonwhite for King and 98 percent, for Timilty.

KEY PROJECT STAFF: Personnel identified are project director, 2 assistant project directors, and 1 resource consultant. Consultants--not yet identified--will be employed when the program enters its planning and operational stage.

PROJECT OBJECTIVES: The two general objectives are: 1) the project will be a concentrated effort to improve community-school relations through involving parents and other community residents in the education of their children; and it will specifically encourage parents to participate in decisions about the schools their children attend. 2) Through this cooperative school-community effort, a system of educational programs will ultimately evolve for the community in which the project schools are located--programs that will serve preschool-age children, school-age children, K-12, and adults.

PROJECT DESCRIPTION: Two School-Community Advisory Councils, representing teachers, administrators, parents, and community agencies, will design and assist in the implementation of pilot programs for the King and Timilty Junior High Schools in the Roxbury section of Boston. Summer planning activities will focus on an intensive campaign to attract community interest in and support for the project and will conclude with formal elections for the community representatives on the advisory councils. Operational programs already developed include a paraprofessional component based on the career ladder concept and an inservice course on the problems of ghetto life. Several pilot programs in specific curriculum areas will be planned during the summer.

PROGRAM ELEMENTS: Expanded community-school activities
In addition to the daily school program routinely provided for students in the elementary, middle, and senior high schools, the following transition to the world of work, staff development, enrichment, innovative, and adult programs are operated or planned within the schools serving the Model Cities Area:

Work-Study Program -- Approximately 200 dropouts and potential dropouts in city junior high and senior high schools attend special classes three hours a day and work during the other hours in part-time jobs.

Teacher Corps -- This is a national program which trains teams of teachers to supplement regular teachers in the schools of city slums and rural poverty. Two teams of four teachers each operate in the Timilty and Dudley Schools. Funding is through EPDA.

Enrichment Program -- A cultural, enrichment, and remedial education program which includes team teaching, field trips, specialist teachers in art, science, music, and diction. Sixteen elementary schools in the MCA participate in this program which is federally funded through Title I, ESEA, 1965.

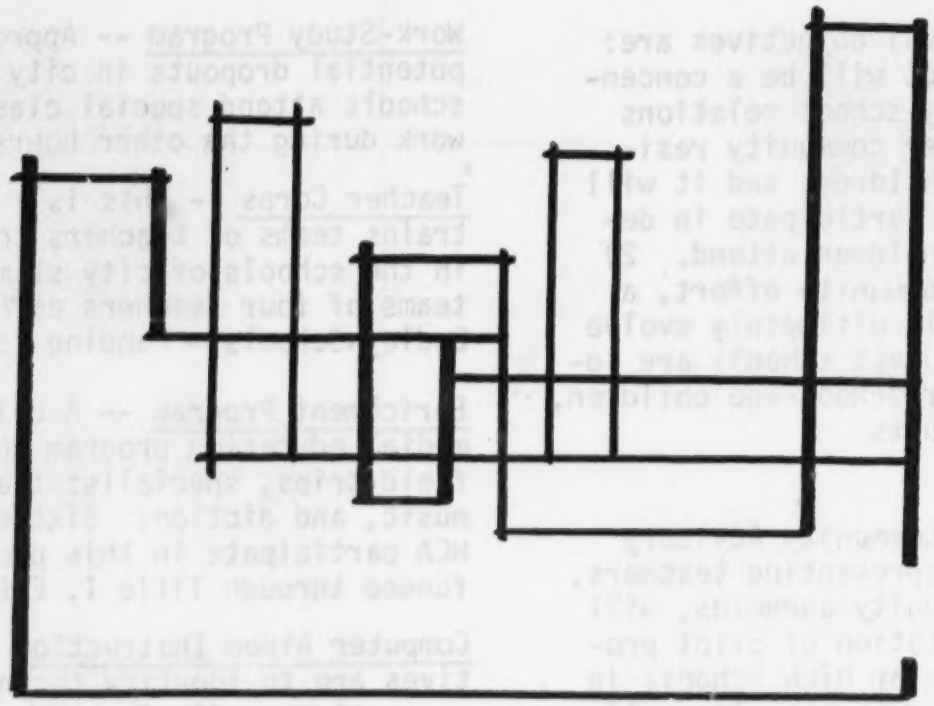
Computer Aided Instruction -- This project's objectives are to identify techniques, procedures, and appropriate media for the use of technical aids (computer) in the instructional process.

Adult Basic Education -- Evening classes are offered by certified teachers at the Jeremiah Burke High School on two evenings a week. Some 200 enrollees attend one of three levels of instruction leading to an elementary school diploma.

After School and Summer Programs -- A federally funded after school program offers enrichment and remedial experience in various subjects as well as homework assistance. A federally funded summer program offers enrichment and remediation experience at the elementary school level. There is a demonstration sub-system summer institute in which teachers from the Boston public schools are invited to participate.

Adult Educational and Recreational Department -- Adult education programs are operated at the Boston School of Business two evenings a week. Civic education courses are offered to prepare foreign-born for Americanization and citizenship requirements.

Horace Mann School -- Provides highly technical and specialized teaching to children with great hearing loss who cannot benefit from conventional class instruction. Pupils come from any city or town within commuting distance for nursery school through grade 9 instruction.



CHICAGO, ILLINOIS – CHICAGO COMPREHENSIVE PROJECT

PROJECT IN BRIEF: 1) The Woodlawn Experimental Schools Project "To improve the quality of education in two inner-city defacto segregated schools through: a change in the social structure of the institutions which will include parents and children as participants; a comprehensive inservice education program and a substantial increase in human and material resources; all concerned and implemented within a collaboration structure involving the Chicago Public Schools, the Woodlawn Organization and the University of Chicago."

2) The Independent Learning Center "The major purposes of this center are (1) to provide the possibility of increased individualization of the instructional program; and (2) to increase meaningful interaction among children in the school; and (3) to use community resources more effectively to provide for enrichment of the school's program."

3) The Inservice Training Project "Provide training for Leaders Continuing Education who will conduct ongoing training for teachers during the school year. The specific goals are to improve teaching in the classroom and teacher communication with parents, students, community agents, colleagues, and administrative staff. The program package will be disseminated on a national basis."

4) Wingspread "To organize and implement a program which will enable children to acquire insight into and familiarity with diverse cultural experiences through the extended exchange and relationships of teachers and students in inner-city and suburban schools in order to reorient the levels of aspiration and achievement of both culturally disadvantaged and middle class children."

PROJECT COST: $2,035,946

PROJECT DIRECTORS: Dr. Willard Congreve
Woodlawn Experimental Schools Project

Mr. Paul R. Redlich
Independent Learning Center for Ray School

(Appointment Pending)
The Inservice Training Project

Dr. Lloyd J. Mendelson
Wingspread

CONTACT: Miss Elberta E. Pruitt
Board of Education
228 North LaSalle Street
Chicago, Illinois 60601
(312) 332-7800

PROJECT AREA: Woodlawn - Mid-South Project Area and surrounding suburban areas. All schools in project are in Model Cities Area.

SOCIOECONOMY: Unemployment Statistics

	City Total	Project Area
Percent males who are unemployed	5.2	7.3
Percent females who are unemployed	5.9	8.1

Trade employment in the city should increase by 11,000 as a result of an enlarging metropolitan population, environment improvement in the central business district, and rehabilitation of older shopping areas.

Of Chicago males, 64.4 percent are employed in occupations that require specialized education or skills --white collar or skilled blue collar--and 35.4 percent of Chicago males who are currently employed are manual laborers.

Median family income in Chicago was $6,738 in 1960.

Chicago has removed its worst slum housing, but many substandard and deficient residential units still remain. Estimates for 1966 indicate that of the 1,259,000 housing units in the city, 8 percent were in substandard condition. Much of the housing in the proposed area consisted originally of large, well constructed apartments many of which have been converted into smaller units.

EDUCATION: The city-wide median number of school years completed in 1960 was 10.0; 39.2 percent of the the population in Chicago had completed eight years of school in 1960 and 40 percent had completed high school.

Educational facilities and programs have not been able to keep pace with rapid increases in school age population and with changes in the needs of the people they serve. There has been an increasing number of school dropouts, the great majority of whom are unemployed or underemployed. Coincident with these problems are juvenile delinquency and unmarried parenthood rates that are among the highest in the city.

PROJECT SCHOOLS: The Ray Elementary School, Wadsworth Elementary K-6, Wadsworth Upper Grade Center 7-8, Hyde Park High School are the target schools for this project.

KEY PROJECT STAFF: Personnel identified with project planning are program director, 2 associate directors, consultants, director of research and evaluation, planning coordinator, and others.

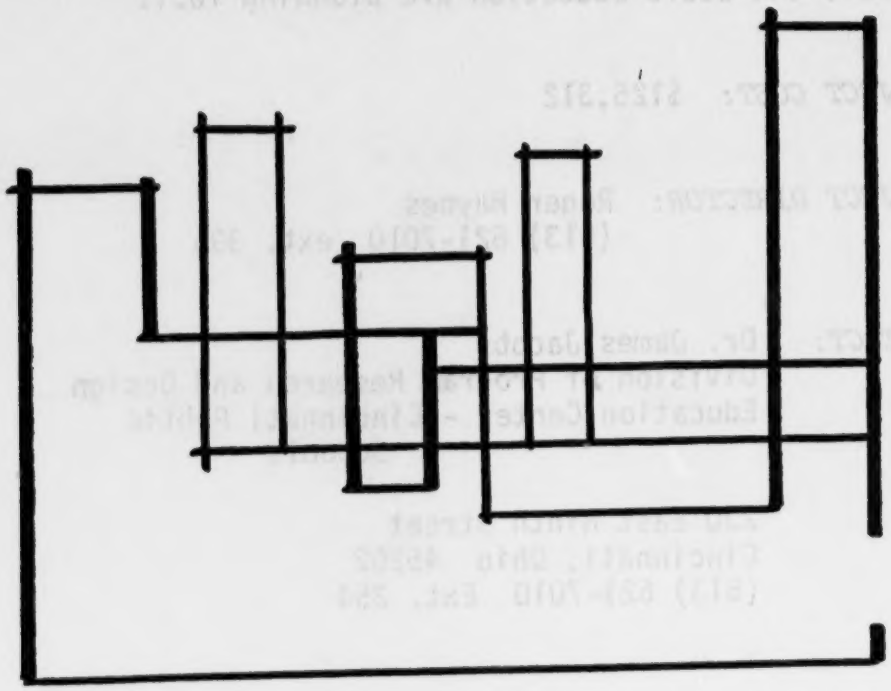
PROJECT DESCRIPTION: Improving the quality of education offered in an inner-city area is the aim of this comprehensive project, which will also seek to integrate educational efforts in the inner-city and those in nearby suburban areas. The project consists of four basic components.

1) The Woodlawn Experimental Schools Project will establish a stream of three experimental schools (K-6; 7-8; 9-12) which will seek to bring parents, teachers, administrators, students, and community resources into a joint effort directed toward creating relevant and effective educational experiences. Located in Woodlawn, this school-community effort will become one of the major components in the Model Cities Program which is being developed for that area.

2) The Independent Learning Center will be established in the Ray School which, although located in Hyde Park, accepts children in grades 5-8 from Woodlawn. The main purpose of this center will be to provide additional facilities and learning opportunities necessary to enable them to work successfully along with their middle class counterparts from the Hyde Park Community who also attend that school.

3) The Inservice Training Project will be undertaken in conjunction with the Cooperative Educational Regional Laboratory, Incorporated. It will be related to and correlated with the teacher-administrator-parent-student-community aspects of the Woodlawn Experimental School Project. Its efforts, as it relates to Woodlawn, will be directed toward the remaining schools located in Woodlawn and will seek to train administrators in these schools to take the leadership with their teachers for implementing the findings of the experimental demonstration schools stream in these other schools. It will be related to and involve some personnel from the experimental-demonstration schools. If this plan proves successful in three years, the improvements made in the experimental stream should be fairly well implemented in all schools in East Woodlawn. Meanwhile the inservice component as it relates to other areas in the city will focus on principals, district superintendents, and related central office administrators.

4) Wingspread creates a number of learning opportunities in which children living in the city and the suburbs will come together; its thrust during planning has been city-wide rather than focusing on one community. A city-to-suburban exchange is an essential component for any comprehensive city education program; funding is requested to continue the work of Wingspread involving several suburban communities and other inner-city schools and establishing a Wingspread Component in the Woodlawn Project.



CINCINNATI, OHIO-PLANNING DEMONSTRATION SCHOOLS IN PILOT CITIES AREA

PROJECT IN BRIEF: "This proposal is submitted as the education component to the City of Cincinnati Pilot Cities Program. Its purpose is to plan a model education program in a prescribed inner-city area which is destined to become the recipient of several component articulated programs. Demonstration schools and adult education are planning foci."

PROJECT COST: $125,312

PROJECT DIRECTOR: Roger Haynes
(513) 621-7010 ext. 395

CONTACT: Dr. James Jacobs
Division of Program Research and Design
Education Center - Cincinnati Public Schools

230 East Ninth Street
Cincinnati, Ohio 45202
(513) 621-7010 Ext. 254

PROJECT AREA: Since the "Over-the-Rhine" neighborhood selected for the Public Center is in the Model City area, it was established that the management of the Pilot Center be a logical extension of the Model Cities Agency.

SOCIOECONOMY: The population is composed of many migrants from rural areas who are not well educated and feel inadequate. The residents in the project area need jobs and the facilities to recruit individuals for jobs. An estimated 19,500 people were listed as unemployed in July 1967 or a 3.5 rate of unemployment.

Family Income Statistics

	White Families	Nonwhite Families
Number	242,755	29,787
% Central City	41.4	85.4
% Poverty Area	14.2	71.1
% Below poverty level	10.2	35.4

Though the residents can be taught to care for their living area, personal and public, major repairs and renovation are needed for the housing in this area. Forty-four percent of the nonwhite population occupies substandard rental housing.

EDUCATION: Education is one of the most urgent needs of the residents of the Over-the-Rhine neighborhood. An estimated 90 percent of the adult population, 25 years of age or older, of the area has less than 12 years of formal education, the percentage of those who have not graduated from high school is higher. The school dropout rate in the area is in excess of 50 percent.

PROJECT SCHOOLS: One elementary school and one secondary school are included in the project. The senior high school for this area is not geographically in the Pilot Cities area but planning activity for this school will be phased in later.

KEY PROJECT STAFF: The personnel directly responsible for planning this project include project coordinator, 10 community committees, and supportive professional personnel.

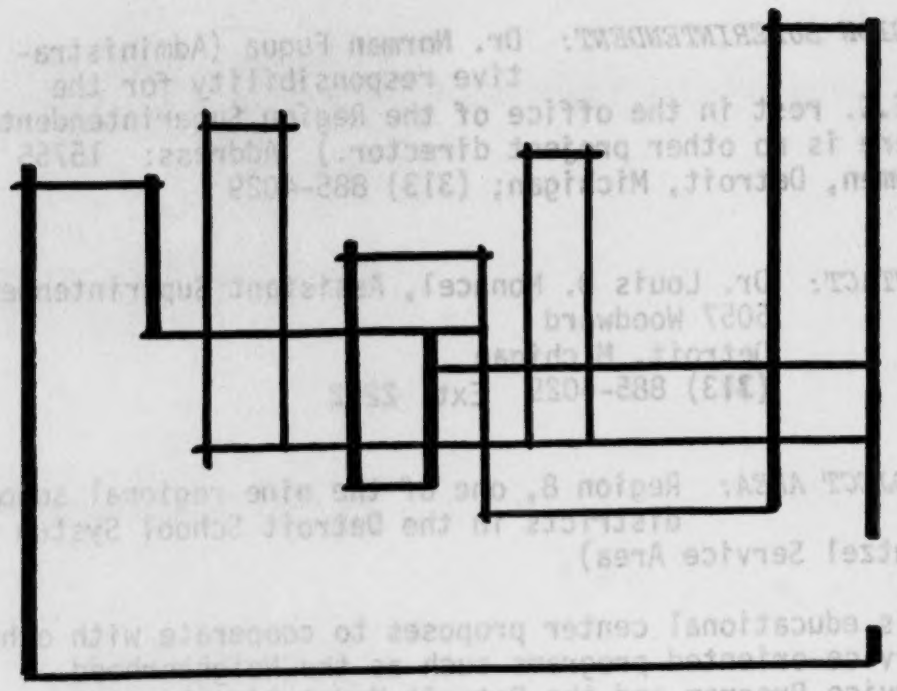
PROJECT OBJECTIVES: The one all-embracing goal of this proposal is to plan a complete school program for a model elementary and secondary demonstration school within the Pilot Cities area to test new approaches for improving learning and to be a model of school-community center operation.

Secondary objectives are: to provide extensive opportunities for residents to participate in school activities; to organize the junior high school so that it promotes the pupil's sense of identity and importance as an individual; to provide a self-development and career development orientation for pupils through all grades K-9.

PROJECT DESCRIPTION: The project will have one full-time project coordinator who will be working with ten task force committees on various aspects of the school's program. Committee areas of concern are: instructional emphasis, elementary; instructional emphasis, secondary; computer assisted instruction; elementary school staffing; junior high school staffing; teacher development; junior high school organization; community-center program; preschool program; and parent and family life education.

All of the elementary schools in the Pilot Cities area are target schools under Title I of ESEA. Each of the five schools has a preschool program serving four-year-old children as well as a summer Head Start program and Head Start Follow Through. An after-school Tutorial Program also operates in these schools.

There has been an increase in industrial, vocational, and business education offerings at all district schools. While high school credit vocational and technical classes are available at Courter Technical High School and the Stowe Adult Center, neither of these schools is located in the target area.



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DETROIT, MICHIGAN—NEIGHBORHOOD EDUCATIONAL CENTER

PROJECT IN BRIEF: "The primary focus will be the improvement of the academic achievement level of students in grades K-12. To accomplish this, teachers and administrators will develop and implement an individualized curriculum."

PROJECT COST: $2,500,000, June 1968 - August 1969

REGION SUPERINTENDENT: Dr. Norman Fuqua (Administrative responsibility for the N.E.C. rest in the office of the Region Superintendent. There is no other project director.) Address: 15755 Bremen, Detroit, Michigan; (313) 885-4029

CONTACT: Dr. Louis D. Monacel, Assistant Superintendent
5057 Woodward
Detroit, Michigan
(313) 885-4029 Ext. 2252

PROJECT AREA: Region 8, one of the nine regional school districts in the Detroit School System (Butzel Service Area)

This educational center proposes to cooperate with other service-oriented programs such as the Neighborhood Service Program and the Detroit Model City Project.

SOCIOECONOMY: According to the 1960 Census, the incidence of unemployment was higher in the Butzel area than in the city as a whole: 17.3 percent of the men in the labor force as compared to a city average of 10.2 percent; 15.1 percent for the women as compared to a city average of 9.2 percent unemployed for women in the labor force.

At the present time, there are 12,400 dwelling units in the Butzel Junior High School Area: 6,000 occupied by white families; 5,200 by nonwhite families; 1,200 are vacant. White occupancies are at the rate of 2.5 per dwelling unit; nonwhite at the rate of 4.2 per dwelling unit.

Approximately one-fifth of the families in the Butzel area have incomes of $2,000 or less. Most characteristic family income was $4,000 to $6,000 received by 29 percent of all families.

An unduly large percentage of the population is unprepared to assume either the new tasks resulting from increased automation or the responsibilities of professional personnel. Consequently a cycle of underemployment or unemployment becomes a crippling force. The Butzel area is 95 percent Negro.

EDUCATION: Sixth graders are, at least, one and a half years behind the average or national norms. The Butzel Junior High School students are two years retarded in achievement. By the time the average 15 year-old reaches the high school in the 10th grade, he is more than three years behind the average age peers of middle class means. Thus the 10th grade presents the "last straw" for many as far as schooling is concerned.

At the primary level, nearly 10 percent of the children have been rated as making slower progress than their

more advantaged classmates. City-wide, the elementary school failure is 29 per 1,000 children; the Butzel area elementary children exceed the city-wide rate by more than 50 percent.

At the secondary level, the compounding effect of disadvantageousness increases the school failure rate as Butzel Service Area children continue their education in junior high school. One-third of the Butzel Junior High School students have a record of failure. King High School students reveal a more severe failure rate. By the time a Butzel area child reaches high school, his chances of success are reduced to 50 percent.

In November 1960, the educational background of job applicants at the Michigan Employment Security Commission was: 62.2 percent of applicants had less than a high school education; 29.7 percent were high school graduates.

One-fourth of the children (from the Butzel Family Area selected schools) registered during the school year can be expected to move away for a number of reasons, including incarceration, pregnancy, voluntary dropping out, truancy, and other attributable factors.

PROJECT SCHOOLS: There are 4 elementary schools, 1 junior high school, and 1 high school being served by the N.E.C., Title III Project.

KEY PROJECT STAFF: The list of positions includes: 1 region assistant, 1 project evaluator, 6 C.A.I. program writers, 3 home curriculum specialists, 4 health specialists, 5 guidance counselors, 8 elementary assistant principals, 4 secondary assistant principals.

PROJECT OBJECTIVES: 1. Each student will make statistically signigicant gains in academic achievement.

2. Each heterogeneous group will perform at or above grade level on standardized achievement tests.

PROJECT DESCRIPTION: To focus coordinated educational, social, vocational and medical services upon the problems of the area, the center will be established in the Butzel neighborhood of Detroit through a cooperative effort by several resource agencies. The improvement of the academic achievement level of students in grades K-6 will be accomplished through enriched curriculums, reduced class size, additional supervisory personnel, and ancillary services. The focus in grades 7-12 will be upon remedial assistance in the basic skills and a program emphasizing computer technology and excellence in science.

The major thrust of the N.E.C. is to improve language and computational skills in grades K-6. In order to accomplish this, teachers and administrators will work together to design an individualized curriculum consisting of Performance Objectives, Behavioral Sequences, and Methods and Materials used by the student to reach the Performance Objectives. The N.E.C. will work closely with Community Advisory Councils and many social agencies in the Neighborhood Service Program (N.S.P.) in order to concentrate a variety of services in the N.E.C.

Additional services available are: Outdoor Education and School Camping, Inservice Training Programs, the Community School Concept, Cultural Enrichment Activities, the Junior and Senior High School Work-Study programs, the School Volunteer Program, the Shared Experience Project, After-School and Evening Classes, Program for Neglected and Delinquent Children, and others.

FORT WORTH, TEXAS — CENTRAL CITIES EDUCATIONAL DEVELOPMENT CENTER

PROJECT IN BRIEF: "A 12 months instructional program for approximately 215 children, ages 2 to 4, from nine elementary school districts will be conducted. Classes and project staff activities will be held in the Central Cities Educational Development Center. The Center will operate for 11 hours per day. Projects include the instructional, staff development, parental-school-community involvement, and research and development."

PROJECT COST: $500,000 - 1968-69

PROJECT DIRECTOR: Mr. John Barnett

CONTACT: Mr. Tom W. Porter
Director of Federal Programs
Fort Worth Public Schools
3210 West Lancaster
Fort Worth, Texas 76107
(817) ED 6-0743

PROJECT AREA: The target area contains nine elementary schools, one junior high school, and one high school. It surrounds the central business district and is bisected by major physical barriers--the Trinity River, five sets of railroad tracks, four freeways, and several major thoroughfares.

SOCIOECONOMY: The estimated number of unemployed (city-wide) as of July 1967 was 8,500; the rate of unemployment, 3.0. Over 50 percent of the target area work force is composed of unskilled laborers or domestic workers.

The target area is one of the oldest parts of the city. Housing consists mostly of old, small area, frame constructed, single family units that are dilapidated, deteriorated and uninsulated. Almost all are more than 50 years old.

According to the 1960 Census, 95 percent of the 35,692 citizens residing in the target area were Negro. Thirty percent of the families were receiving less than $2,000 in annual income; 50 percent, less than $3,000. The area includes 40 percent of all Fort Worth's single parent families, counting widowers and widows with dependent children as well as unwed mothers with dependent children. Recipients of county welfare total 60 percent; of welfare to dependent children, 50 percent; of aid to the blind and permanently disabled, 43 percent.

The area has a high incidence of disease. Present are children's diseases related to inadequate housing and poor diet. Of the 1,200 tuberculosis cases treated in 1964, 50 percent were located here. The infant mortality rate was 44.4 per thousand in 1966--38 percent higher than the entire city for that year. Failure to report or treat illness is a considerable problem. Although free medical assistance is available, residents must be prodded into using this service.

EDUCATION: Residents of the target area have a median education level of less than nine years--more than 10 percent below the median for the city and 23 percent below the median for Tarrant County. Of

nonwhite persons in Fort Worth, 77 percent do not have a high school diploma.

Twenty-three percent of all crimes committed in the city occur in this area; 20 percent of the city's juveniles live here.

PROJECT SCHOOLS: Ruby Williamson, Charles E. Nash, Carver, Versia Williams, R. Vickery, East Van Zandt, Carroll Peak, James E. Guinn, and M. G. Ellis

KEY PROJECT STAFF: The list includes: project administrator, coordinator, program and staff development; curriculum specialist; coordinator, parent-school-community involvement and parent education; community agent; psychologist; research design specialist; research sociologist; early childhood education teacher; research assistant; adult education teacher; home-school counselor.

PROJECT OBJECTIVES: This project will develop and operate educational programs designed to extend the social and economic mobility of economically deprived Americans who reside in urban ghetto areas. By providing an educational environment for children, age 2 through 8; by providing opportunities for children's parents to participate in society and assure more effective responsibility for the educational and physical development of their children; by increasing the effectiveness of school personnel to understand and deal with the special needs and characteristics of the economically deprived, the Central Cities Educational Development Center can become a true community school. It will be responsive to the needs of both children and parents; and it will provide leadership for other community agencies for the improvement of educational and social opportunities.

PROJECT DESCRIPTION: The project will provide year-round instruction for approximately 215 children, age 2 through 4, from an area encompassing nine elementary school districts. Classes will be located in the Central Cities Educational Development Center in the target area and it will provide the setting for an instructional program, staff development, parental-school-community involvement, and research and evaluation.

The Instructional Program Development component will develop an instructional program in language arts and social education for children, age 2 through 8--first in a pilot test program and then in improved instructional units.

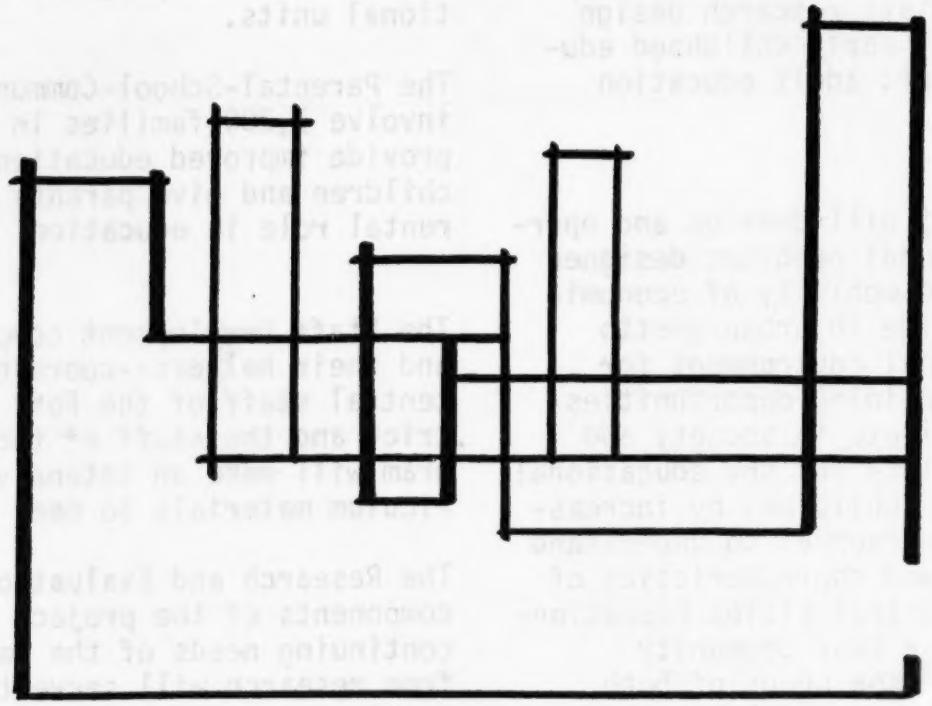
The Parental-School-Community Involvement component will involve 1,200 families in planned activities which will provide improved educational opportunities for the children and give parents a broader concept of the parental role in education.

The Staff Development component will serve 64 teachers and their helpers--coordinating their work with the central staff of the Fort Worth Independent School District and the staff of the SEDL. This exemplary program will make an intensive effort to develop new curriculum materials to meet the needs of the children.

The Research and Evaluation component will evaluate all components of the project and provide research into the continuing needs of the target population. Information from research will serve to establish the future direction of the project.

PROGRAM ELEMENTS: During the past two years or so, the Southwest Educational Development Laboratory (SEDL) has recruited and trained 60 professional staff members. At the request of the project administrator, staff members will serve the project staff as consultants. In addition, the Laboratory will assign to the project certain Title IV staff members full time. In addition to allocating Title IV funds to support the planned instructional program development and staff development activities of the project, the Laboratory will allocate approximately $50,000 to the development of applications of technology, particularly computer assisted and managed instruction that is appropriate for the target population.

FUNDING: Funding for the local Central Cities project comes from several sources. Primary source of funds come, of course, from Title III of ESEA. In addition to the funds received from Title III, the Southwest Educational Development Laboratory has pledged $84,558 to the expanded budget of the project. Further funds are received from the Greater Fort Worth and Tarrant County Community Action Agency in the amount of $25,720. The Fort Worth School District is supplying two elementary school buildings plus furniture, fixtures, and visual aid equipment. No dollar figures can be furnished but school expenditures amount to several thousand dollars. The Neighborhood Youth Corps for out-of-school youth will furnish five aides to the project. The school district is still hopeful that unused Head Start funds (OEO) can be transferred to the Central Cities project and make possible the participation of some 200 more three-and four-year old students in the project.



GARY, INDIANA – PULASKI EDUCATIONAL PROGRAM (PEP)

PROJECT IN BRIEF: "Students, teachers, community agencies, and school administrators will cooperate in a massive effort directed toward changing the educational climate of five selected schools with an impact that could not be achieved in the total community with the limited available resources. A major component of the project is the Learning Center that will serve prekindergarten children and their parents."

PROJECT COST: $479,433 - 1968-69

PROJECT DIRECTOR: John R. Carlson
General Supervisor of Federal Projects
School City of Gary
620 East 10th Place
Gary, Indiana 46402
(219) 886-3111

PROJECT AREA: Part of the Central City -- "Midtown"

The four elementary feeder schools are in the Model Cities Area.

SOCIOECONOMY: The area reveals high unemployment rates, concentration of low income families, lack of employment skills, and overcrowded and dilapidated buildings. Many of the residents are dependent on public assistance.

The Lake County Welfare Department has 6,014 persons in its five categorical programs as of December 1, 1967--Old Age Assistance, Aid to Families with Dependent Children, etc. Some 65 to 75 percent of the people in each of the programs are Gary residents. There are 2,000 inadequately clothed children going to school. Over 5,000 school children are unable to pay rental for school books. With the rapid growth in population, Gary has developed a clearly defined district "Midtown." By 1956, the Negro population had been contained primarily in eight of 27 census tracts of the city. In five tracts, over 93 percent were nonwhite; in two of these, over 99 percent. In three other tracts, 20 percent or better were nonwhite. Because of this containment, there is serious overcrowding in the Negro community. In the five tracts mentioned above, 36.3 percent to 57.3 percent of the dwelling units had no private baths or were dilapidated. Gary lists 12,000 substandard structures.

Approximately 40,000 men in the city work along the lake in the steel mills. The current unemployment rate for Calumet is 2.9 percent. The rate for the nonwhite is not known. Over 50 percent of the Negroes employed in the steel mills are in semi-skilled positions.

About 25 percent of all families in the target area have, after tax, incomes of $4,000 or less.

The five project schools are located in a community with a high degree of social disorganization, such as, deteriorated housing, AFDC families, OAA recipients, crime rate, school dropouts and infant mortality. Studies show that the neighborhood includes the tenth highest ranking areas of Gary in terms of these socio-economic problems. For example, in one school 27 percent of the families do not have a father in the home.

The incidence of social-adjustment problems is further revealed by the fact that as of May, 1966, of the 4,914 students enrolled in the project schools, 1,654 or 33.37 percent were classified as indigent or with incomes less than $500 per child. These children were unable to pay book rental fees, purchase school lunches; and many come to school ill-clad.

Studies also show that the area includes neighborhoods that have 3.4 percent of Gary's population, but have 8 percent of the arrests, and 9 percent of the AFDC families.

The following table shows the enrollment and indigent children by schools.

School	Enrollment	Indigent	Percent
Pulaski	1,324	406	30.66
Drew	1,002	497	49.60
Dunbar	810	286	35.31
Williams	969	285	29.41
Bethune	914	180	22.11
Total	5,019	1,654	32.0

EDUCATION: The present educational program is not meeting the needs of center city youngsters. Achievement scores at practically every grade level are below the national norms, the dropout rate in high schools of the area is disturbing, and there is a need to raise aspirations and increase motivation for constructive accomplishment.

Item	City Total	Model Neighborhood Area
Total number of persons 14 and 15 years old	7,500	800
Percent enrolled in school	97	92
Total number of persons 16 and 17 years old	7,000	680
Percent enrolled in school	87	73
Total number of persons 25 years and older	94,003	10,796
Percent with less than 8 years school	22	44
Number of school dropouts, school year, 1965-66	611	109
Dropouts as percent of persons aged 14-17	4	7

KEY PROJECT STAFF: The School City of Gary has established an organizational pattern to integrate all Federal projects within the existing administrative structure. The existing staff of professional people is augmented by additional personnel.

PROJECT OBJECTIVES: The primary objective is to demonstrate within a three-year period

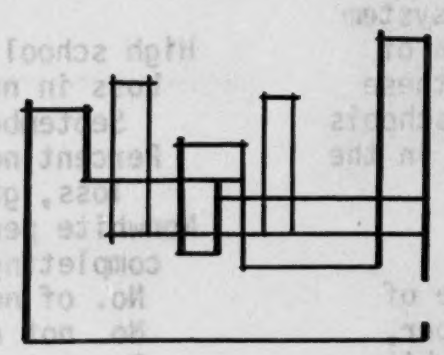
that educators can find answers to problems of urban education and can promote the necessary changes in their educational system to incorporate sound solutions.

PROJECT SCHOOLS: Pulaski Junior High and its four feeder elementary schools--Bethune, Drew, Dunbar, and Williams.

PROJECT DESCRIPTION: The educational complex selected as a demonstration center on problems of urban education consists of a junior high school and its four feeder elementary schools. The project proposes an all-inclusive program to cover prekindergarten through junior high school. A prekindergarten program will focus on language, motor, and social emotional development. A parent involvement program will give parents opportunities to share understanding concerning the role of their children in school and to understand the purpose, organization, and operation of the school and to work with staff to improve the total situation. The program will help parents to understand their own role in the school and the school staff to understand their role in the community. It will involve parents in school community activities in cooperation with school staff and children. A program fostering new directions for the present school program will include preservice and inservice training for teachers and administrators, use of consultant resources, released time for staff to work on problems and attempt alternatives, development of new materials and approaches, and community dedication to the improvement of realistic educational achievement by students.

ADVISORY COMMITTEE: The Community Advisory Committee will have the following possible representation: nonpublic schools (1); OEO (3); Mayor's Office (1); Model Cities (1); Purdue University (1); Indiana University (1); Urban League (1); Business and Industry (1); Labor (1); Parents (6) one for each school and one from Prekindergarten Center; Teachers A.F. of T. (1); Federal Projects (1); DPW (1); Gary Human Relations Commission (1); AFDC Mothers (1).

OTHER FEDERALLY FUNDED PROGRAMS: Among programs active in the sub-system are three ESEA Title III programs, an ESEA Title I, the National Teacher Corps, Title IV (CRA), Head Start, and Neighborhood Youth Corps.



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HOUSTON TEXAS — CENTRAL CITIES PROGRAMS

PROJECT IN BRIEF: "The basic goal of the project is the establishment of a positive self-image in each participant as a member of his own culture and community and in harmony with his heritage so that this self-image will be conducive to continued growth and fuller realization of each individual."

PROJECT COST: $500,000 -- 1968-69

PROJECT DIRECTOR: Dr. Joseph Strehle

ASSISTANT DIRECTOR: Felix L. Cook
Independent School District
1300 Capitol Avenue
Houston, Texas 77002
(713) CA 4-9871

PROJECT AREA: An educational unit, consisting of six (6) elementary and secondary schools with a total enrollment of 5,424 students, will be designated as a sub-system of what will eventually be the Total Urban Educational Service System. The six sub-system project schools are located in the northern area of Houston. The population of the area served by these schools is 28,944 -- predominantly Negro. All schools in this Central Cities Project will be included in the City of Houston Model Cities Project.

SOCIOECONOMY: Houston has a relatively low rate of unemployment; its January-September, 1967, average was 3.1 total; 2.4 white, 5.7 nonwhite. But the economic level of the geographic area to be served is low.

POVERTY INDICES (1960)

1. Central city surrounding area

	In central city	Outside
No. of families	238,182	78,012
% in poverty areas	30.2	15.7
% below poverty level	18.1	15.5

2. Race

	White families	Nonwhite
No.	259,054	57,140
% in central city	73.6	87.7
% in poverty area	16.3	73.5
% below poverty level	11.6	43.9

EDUCATION:

High school attrition
Loss in number of pupils grades 10-12
September 1960-June 1963 1,924
Percent not graduating based on pupil loss, grades 10-12 ..... 21.39
Nonwhite persons over 25 years not completing high school (1960 Census).....
No. of nonwhite adults over 25 years.....122,248
No. not completing high school..... 91,285
Percent not completing high school..... 74.7

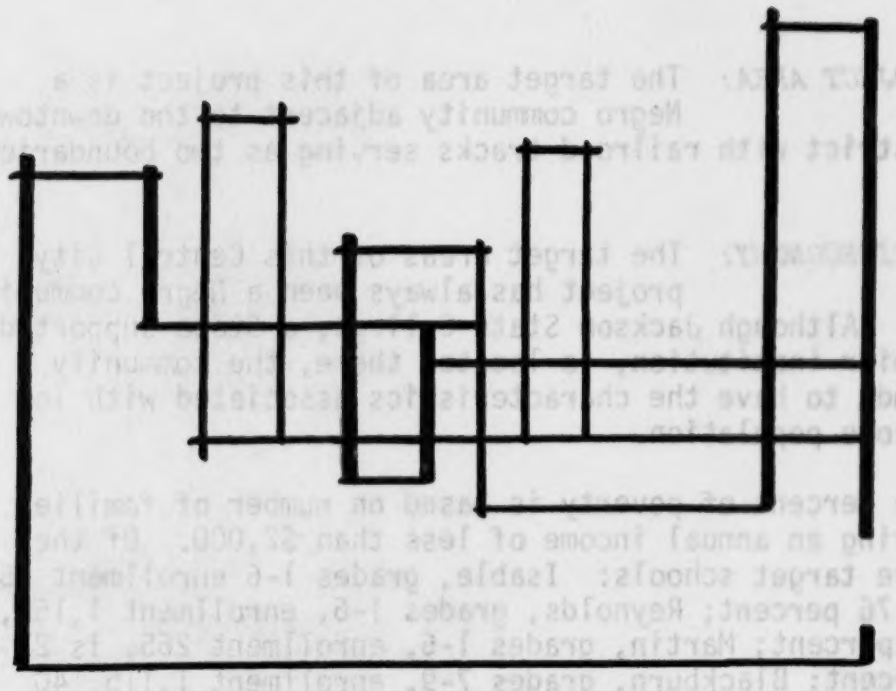
PROJECT SCHOOLS: The sub-system will consist of Booker T. Washington Senior High School, Booker T. Washington Junior High School, and the four feeder elementary schools--Burgess, Burrus, Kennedy, and Holden. The parent and preschool educational programs will probably be operated primarily in the four elementary school centers.

KEY PROJECT STAFF: The list includes: executive director, assistant director, supervisor of occupational education, 3 occupational counselors, 1 research specialist in vocational education, 8 vocational teachers, nurse/counselor, industrial arts consultant, team leader, 4 support teachers, 4 paraprofessionals, 4 physical education teachers.

PROJECT OBJECTIVES: The fundamental objective of this project is the establishment of a positive self-image in each participant as a member of his own culture and community. This self-image should be in harmony with the heritage, yet conducive to continued growth and fuller realization of the potential of each individual.

PROJECT DESCRIPTION: A community-based program, including preschool and adult education, will be conducted in each of the four elementary schools. A cooperative occupational counseling and vocational program will be offered in both elementary and secondary schools of the sub-system. It will include on-the-job training and part-time employment of secondary school students in a full 12-month school program--transition to the world of work. An extensive health, physical fitness, and recreational program will be developed for grades K-12. Physical education specialists will be assigned to each of the four elementary schools to develop programs in these schools and to carry out a systematic program of inservice education for teachers.

PROGRAM ELEMENTS: There will be far greater emphasis on individualization of instruction with close and continuous relationship with an adult in the group. There will be emphasis upon utilization of community resources. Parents will be involved whenever possible to establish a healthy working relationship between parents and their neighborhood school. There will be a continuous program of staff development with both the preschool and follow-through activities. Children will be grouped in classes so as to provide for social, racial, and economic integration.



JACKSON, MISSISSIPPI — TEACHING AND LEARNING FOR OCCUPATIONAL INDEPENDENCE

PROJECT IN BRIEF: "This planning-operational project proposal would create within the framework of a school environment an occupational program (in its broadest interpretation) designed to lead youth toward ultimate independence as adults."

PROJECT COST: $277,441 - 1968-69

PROJECT DIRECTOR: Amos W. Wright
P. O. Box 2338
Jackson, Mississippi 39205
(601) 353-3095

PROJECT AREA: The target area of this project is a Negro community adjacent to the downtown district with railroad tracks serving as two boundaries.

SOCIOECONOMY: The target areas of this Central City project has always been a Negro community. Although Jackson State College, a State supported senior institution, is located there, the community tends to have the characteristics associated with low income population.

The percent of poverty is based on number of families having an annual income of less than $2,000. Of the five target schools: Isable, grades 1-6 enrollment 952, is 76 percent; Reynolds, grades 1-6, enrollment 1,155, 27 percent; Martin, grades 1-6, enrollment 265, is 27 percent; Blackburn, grades 7-9, enrollment 1,115, 40 percent; Hill, grades 10-12, enrollment 740, is 40 percent.

In Hinds County of which the target area is a part, one child in four is illegitimate. Therefore, households headed by females are common as well as all the problems associated with unsupervised children.

EDUCATION: Since the population has been relatively stable over the past several years, an estimated dropout rate can be made by comparing the size of the first grade classes to the twelfth grade classes. Based on these figures approximately 43 percent of the children entering the first grade are being graduated from high school.

PROJECT SCHOOLS: Isable, Reynolds, Martin, Blackburn, Hill

KEY PROJECT STAFF: Included are: director, assistant director, project counselors, and aides.

PROJECT OBJECTIVES: Specific objectives are:

1. Units of subject matter and out-of-school experiences will be defined, established, and arranged in such an order that each participant will be permitted to work at his level of accomplishment. Each participant's progress will be defined by his position along a line of progression toward adult independence; thereby he will be enabled to evaluate his own attainment.

2. Special training will be provided for the project's personnel so that they can define experiences in terms of performance and can accomplish the evaluation. diag-

nosis, and guidance of student performance in such a way as to maximize individualized learning.

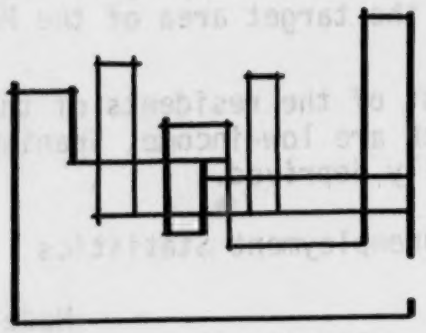
PROJECT DESCRIPTION: There are four characteristics of this planning operational project: the extensive use of an advisory council, the use of a storefront museum, and the development of an in-and-out school program designed to teach each youth positive attitudes toward becoming independent as adults.

The 30-member advisory council will review, recommend, revise, and formulate modes of action to implement a vocational program. The council membership will be representative of the school district with a majority from the target area. The School-Business-Labor Council will apply concepts of planning and analysis to the employment of youth from the target area.

Plans will be made for: the establishment of a house or storefront museum similar to the Anacostia Neighborhood Museum in Washington, D.C.; the identification of the problems of the target population and modification of the school curriculum in the light of these problems; the study of an occupational developmental continuum and the preparation of a curriculum to provide occupational experiences; the provision--with the assistance of indigenous aides--of activities which form the preconditions for occupational independence in the school or in nearby business firms, or in the home community; and training for all involved in the project from the Advisory Council down to the indigenous workers.

(Since our proposal calls for a storefront to be developed into a neighborhood museum for displaying handiwork of the residents (children and adults) of the community, we looked in vain for vacant stores with glass fronts. With none available, we had to seek some other type of structure. Fortunately, we found a cement block and brick building designed originally for a Head Start program. It was ideal for our purpose.)

PROGRAM ELEMENTS: The proposal envisions cooperative planning under the advisory council to include as many agencies of the community as possible that have related interests to this project: Among these organizations are: the Jackson Chamber of Commerce, Trade Union Organization, Jackson State College, Harmonian Music Society, Sorority groups, YMCA, YWCA, Urban League, Mississippi Employment Commission, Home Demonstration Agency, Catholic Charities, Church Women United, Family Service, Greater Jackson Clergy Alliance, Council for Human Relations, National Council of Negro Women, Woman Power Unlimited, a Title I program, and NYC.



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LAREDO, TEXAS - A MODIFIED BILINGUAL PROGRAM WITH EMPHASIS ON ENGLISH AS A SECOND LANGUAGE (ESL)

PROJECT IN BRIEF: "The purposes of the project are: (1) to increase the ability of Spanish speaking pupils to participate successfully in the mainstream school culture, the language of which is English; and (2) to provide teachers with new knowledges and skills in teaching English as a second language and in teaching reading in a second language."

PROJECT COST: $307,385 - 1968-69

PROJECT DIRECTOR: Miss Evangeline Ornes
Laredo Independent School District
Federal Project, Title III, ESEA
c/o Food Distributor Center
101 W. Saunders Street
Laredo, Texas 78040
(512) 722-2474

PROJECT AREA: This innovative project is established in the target area of the Model Cities.

SOCIOECONOMY: Most of the residents of the project area are low-income, Spanish-speaking, and often culturally deprived.

Unemployment Statistics

	City Total	Model Neighborhood Area
Males 14 and over in civilian labor force	11,761	2,721
Percent of such males who are unemployed	11.4	13.9
Females 14 and over in civilian labor force	5,344	1,203
Percent of such females who are unemployed	9.3	9.4

Housing Statistics

All housing units	15,949	3,610
Number of housing units which are substandard	8,914	2,448
Percent of all housing units which are substandard	55.9	67.8
Number of housing units which are dilapidated	3,220	1,078
Percent of all housing units which are dilapidated	20.2	29.8

Family Income	City Total	Model Neighborhood Area
Total number of families	12,581	2,873
Total number of families with income less than $3,000	6,416	1,833
Total families with income less than $1,000	1,368	678

EDUCATION: The students in the project area have a low verbal fluency which, coupled with their low reading ability, makes communication for them most difficult. Their attendance is irregular and most average students often drop out of school even before reaching the junior-high level. Fifty-five percent of the adults within Laredo have less than eight years of schooling.

Item	City Total	Model Neighborhood Area	Percent of City Total
Total number of persons enrolled in elementary and secondary schools	16,849	3,910	23.2
Total number of persons 16 and 17	2,136	528	24.7
Percent of 16 and 17 year olds enrolled in school	70.3	61	X
Total number of persons 25 and over	27,451	4,453	16.2
Percent over 25 with less than 8 years education	55.5		

PROJECT SCHOOLS: Classes in grades 1 through 4 in six elementary schools and in the non-graded Katherine Tarver School; 4 classes in grades 7 and 8 in Christen Junior High School

KEY PROJECT STAFF: Personnel include: project director; director of planning, research, and evaluation; teacher training specialists, reading specialists; speech specialist; and language specialist. (Recruitment in progress)

PROJECT OBJECTIVES: The basic goal of the three-year project is to provide opportunities to increase the ability of the pupils to participate in the mainstream school culture, the language of which is English.

Specific objectives are to determine the: language development techniques and materials which are effective in increasing the child's achievement; effectiveness of new curricula, curricula supplements, and the selected teaching media; benefits which may be derived

from auxiliary services; and effective means of promoting parental involvement in support and reinforcement of child's learning experiences.

Immediate objectives of phase one (school year 1968-69) are to:

1. Initiate a staff development program which will increase quality in the instruction process with special emphasis on pupil observation techniques
2. Obtain the consultative professional services necessary to bring and maintain quality in both the training and evaluating processes
3. Recruit the language and other specialists necessary to implement the total project
4. Work closely with language specialists of the Texas Education Agency and elsewhere in assessing language needs and determining ways of meeting these needs on a local basis
5. Continue to explore the local needs and learning problems in relation to the assumption that language (learning English as a second language) is the highest priority need in the Laredo Public Schools.

PROJECT DESCRIPTION: The Laredo Pilot Project is designed for educationally deprived Mexican-American pupils for whom English is a second language. Emphasis is on English as a second language in the first and second grades and in reading in a second language in the third and fourth grades. In addition, a small "crash" program will be carried out in four classrooms at the junior high level with special attention to spoken English, reading, composition, and new materials and methods to make learning relevant to adolescents. Each project teacher will be assisted by a paraprofessional who will receive in-service training throughout the year to increase the aide's effectiveness. The project involves: limited bilingual approach with emphasis on English as a second language (ESL); aural-oral teaching techniques; locally constructed and/or diversified texts and curricula supplements (no basal readers); auxiliary services, including health services, field trips, cultural and recreational activities; parental participation; and continuous evaluative measures.

PROGRAM ELEMENTS: The Teacher (staff development for 56 Laredo teachers) Training Program

The Teacher Aide (56 aides) Training Program

The Substitute Teacher Corps (18 teachers) Training Program

Title I ESEA Hot Lunch Program

The Mobile Library provided through Title I, ESEA

An Educational Media Center

Head Start Program, bringing parent participation in school and neighborhood activities.

LOS ANGELES, CALIFORNIA—PLANNING AND PILOT ACTIVITIES FOR AN EDUCATIONAL COMPLEX

PROJECT IN BRIEF: "Two educational complexes have been established; one in a predominantly Negro community, and one in a predominantly Mexican-American community, with the express purpose of attempting to find solutions to the problems facing education in large urban areas like Los Angeles."

PROJECT COST: $1,500,000 - 1968-69

PROJECT DIRECTORS: Owen L. Knox - Jordan Educational Complex and Leonard Pacheco - Garfield Educational Complex.

CONTACT: Richard I. Hammerle, Administrative Coordinator
3421 West Second Street
Los Angeles, California 90004
(213) 380-8222

PROJECT AREA: One of the two educational complexes is located in the Watts area, a predominantly Negro community, and is known as the Jordan Educational Complex; the second is located in East Los Angeles in a predominantly Mexican-American community and is known as the Garfield Educational Complex.

SOCIOECONOMY: City-wide, the unemployment rate averaged 5.5 between January and September 1967--5.3 for whites, 7.6 for non-whites; in South Central Los Angeles, the target area, the unemployment rate was 10.7 percent, November 1966. The two target areas are characterized by high dropout rates, high percentage of welfare recipients, high unemployment, and low academic achievement.

EDUCATION: A fourth of the unemployed adults in the target area have never been to high school; almost two-thirds have less than a high school education. Four high schools serving the target area have dropout rates ranging from 36 to 45 percent. According to the 1960 Census, the number of nonwhite adults in the city (over 25 years of age) was 312,512. The number not completing high school was 168,623.

PROJECT SCHOOLS: Garfield Educational Complex: Garfield Community Adult School, Garfield High School, Griffith Junior High School, Fourth Street Elementary School, Humphreys Avenue Elementary School, Robert Hill Lane Elementary School, and Riggin Avenue Elementary School.

Jordan Educational Complex: Jordan Community Adult School, Jordan High School, Markham Junior High School Compton Avenue Elementary School, Grape Street Elementary School, One-Hundred Eleventh Street Elementary School, One-Hundred Second Street Elementary School, Ritter Elementary School

KEY PROJECT STAFF: Included are: 1 project director, 1 Jordan Complex director, 1 Garfield Complex director, 2 school community coordinators, 1 curriculum director, 1 family life center director, 3 curriculum specialists, 9 elementary coordinators, 4 secondary counselors, 31 teachers, 12 teacher substitutes, 10 child welfare and attendance

supervisors, 4 adult school coordinators, 4 full-time adult teachers, part-time adult teachers (11,952 hours), professional experts I (200 sessions), professional experts II (100 hours), 55 paraprofessionals.

PROJECT OBJECTIVES: The Planning and Pilot Activities Proposal is designed to develop and implement experimental and innovative programs. The following objectives will be achieved in the process: (1) a new approach to the solution of educational problems presented by the needs of youth in an urban area; (2) involvement of parents, community leaders, teachers, and administrators within the complex in the planning and development of programs; and (3) an articulated educational complex ranging from preschool through grade 12 supported at all levels by an adult education component.

PROJECT DESCRIPTION: The program within the complexes includes:

School Community Advisory Committees - Each school has formed an advisory committee of parents, community leaders and agency representatives to assist in determining educational needs, in determining educational priorities, and in evaluating implemented programs.

Complex Advisory Boards - Each complex is forming advisory boards to assist in determining educational needs of the complex area, to assist in maintaining community participation and to administer the mini-grant program.

Family Life Center - Two centers are being built in each complex to prepare preschool children for successful experience in a formal school setting and to aid parents in the solution of such personal problems as communication, jobs, job training and family life.

Kindergarten Program - Kindergarten classes are being expanded to provide experiences designed to maintain the gains in skills and attitudes acquired in Head Start and prekindergarten classes.

Individualized Instruction in Reading - Each elementary school is developing an individualized reading plan for first and second grades.

Curriculum Development - Three curriculum specialists are being assigned to develop curriculum materials for the complex. Included will be ESD and ESL materials for providing instructional strategies in linguistics for native speakers of nonstandard English and Spanish.

Guidance Center at High School - Each senior high school is establishing a center to provide counseling support for students who leave school as either a graduate or dropout.

Articulation Counselor - Each junior high school has a counselor to provide the necessary articulation for a smooth adjustment of elementary students to the secondary program.

Mini-Grants - A sum of $80,000 has been alloted to provide readily available funds for teachers, administrators and community groups for innovative and creative solutions to common and persistent teaching and learning problems in the classroom.

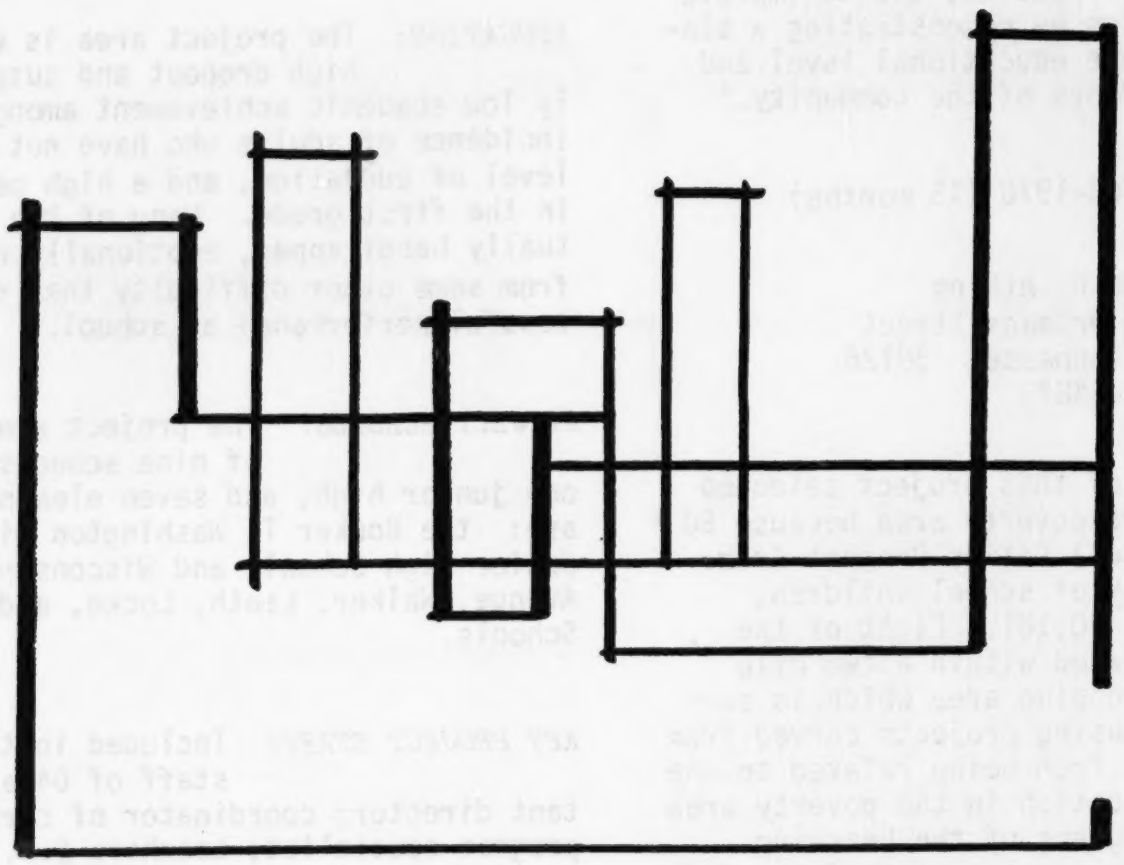
Staff Development - Substitute teachers are provided to release teachers in the complexes to attend seminars

on the new curricula and on the learning problems faced by students of the area.

Child Welfare and Attendance - Experimental projects in providing resources to families for the purpose of securing the learning necessities and preventing truancy, absenteeism, tardiness, and other conditions that lessen learning ability.

Other Programs:

In the schools of the complexes other state, local, and federally-funded programs are in operation--federally-funded ESEA, Title I projects, state supported class size reduction projects, and locally funded compensatory programs.



MEMPHIS, TENNESSEE — COMMUNITY LEARNING LABORATORY

PROJECT IN BRIEF: "The purpose of the Community Learning Laboratory is to develop and demonstrate innovative methods of instruction, teaching techniques, instructional materials and equipment, evaluative instruments and procedures in order to improve teaching competencies, school readiness and academic achievement; to provide comprehensive guidance and counseling services for preschool, elementary, and secondary pupils; to increase cultural, educational, and recreational opportunities for adults; and to improve school-community relationships by demonstrating a sincere interest in improving the educational level and general welfare of the residents of the community."

PROJECT COST: $541,344 - 1968-1970 (15 months)

PROJECT DIRECTOR: Mr. Joseph P. Atkins
370 South Orleans Street
Memphis, Tennessee 38126
(901) 527-3487

PROJECT AREA: The planners of this project selected this hard core poverty area because 50 percent of it lies in the Model Cities Project Area. It is an area of high density of school children, 11,398, and total residents, 40,181. Eight of the nine project schools are located within a two mile proximity of the downtown shopping area which is surrounded by three low rent housing projects carved from the larger slum area. Aside from being related to the Model Cities by virtue of location in the poverty area of the central city, the programs of the Learning Laboratory are designed to help solve some of the major educational problems faced in the Model Cities program.

SOCIOECONOMY: The average incidence of poverty among these families is 53 percent--families with annual income of less than $3,000. Of central city's nonwhite families, 94.6 percent live in poverty areas and 58.5 percent have income below poverty level. Sociological changes, coupled with rapid elimination of work for unskilled labor, have left little hope for many within the target area.

EDUCATION: The project area is characterized by a high dropout and suspension rate, relatively low academic achievement among the pupils, high incidence of adults who have not reached an elementary level of education, and a high percentage of poor risks in the first grade. Many of the students are perceptually handicapped, emotionally disturbed, or suffer from some other difficulty that prevents their successful performance at school.

PROJECT SCHOOLS: The project area includes a cluster of nine schools--one high school, one junior high, and seven elementary schools. They are: the Booker T. Washington High School, the Porter Junior High School, and Wisconsin, LaRose, Georgia Avenue, Walker, Leath, Locke, and Bruce Elementary Schools.

KEY PROJECT STAFF: Included in the total planned staff of 64 are: director; assistant director; coordinator of curriculum development; program specialist; teachers B.A. 5 years experience; teachers, beginning; guidance counselors, (elementary and vocational); teacher aides; psychological service

worker; health nurse; social service worker and case-workers; community information specialist; consultants.

PROJECT OBJECTIVES: The general objectives of the Community Learning Laboratory are to provide innovative and creative programs and service which will improve the cultural, educational, and recreational opportunities for students (preschool-12-adults), parents; and increase teacher competencies in teaching in the central city complex.

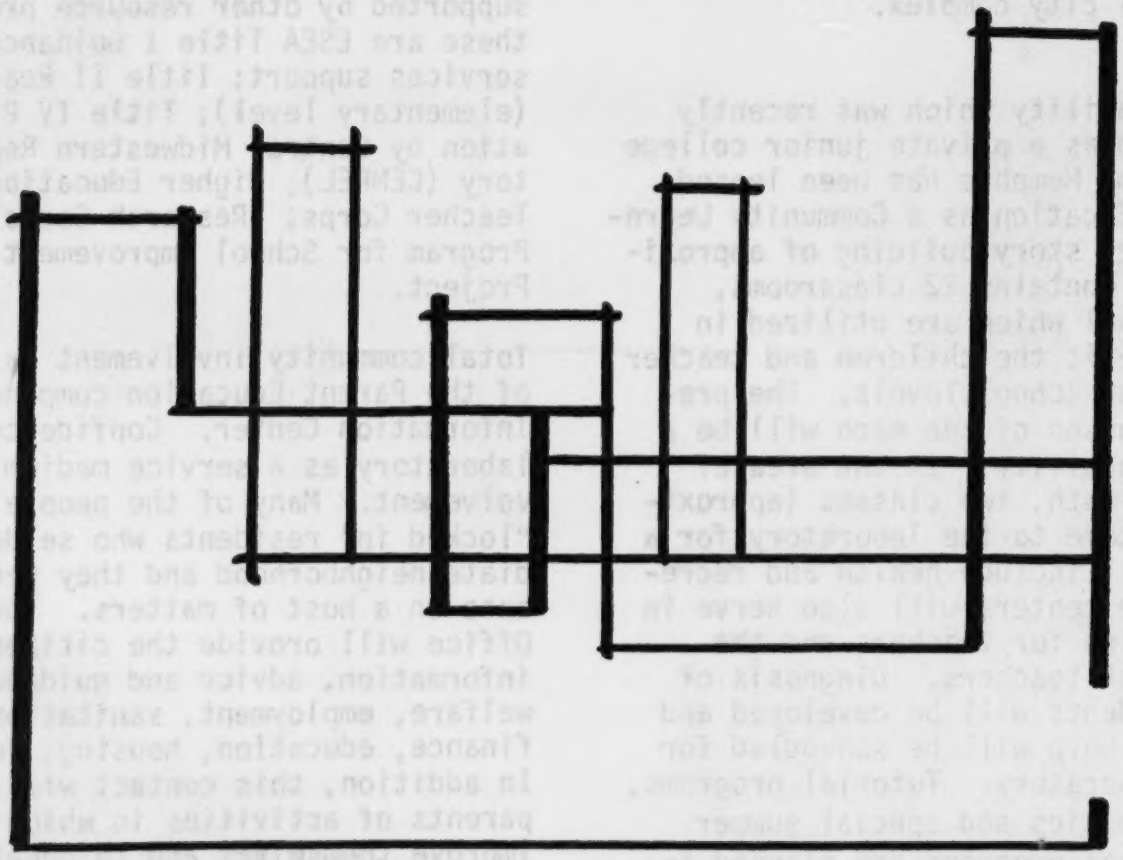
PROJECT DESCRIPTION: A facility which was recently used as a private junior college in the Model Cities Area of Memphis has been leased by the Memphis Board of Education as a Community Learning Laboratory. This three story building of approximately 30,000 square feet contains 22 classrooms, gymnasium, and swimming pool which are utilized in programs to serve and benefit the children and teacher from preschool through high school levels. The preschool program for two classes of ten each will be a regular full time school activity. In the area of language-arts and science-math, two classes (approximately 50 students) will come to the laboratory for a day's experience which will include health and recreational activities. These centers will also serve in staff development activities for teachers and the practicum sites for student teachers. Diagnosis of specific needs of the students will be developed and pupils requiring remedial help will be scheduled for special classes in the laboratory. Tutorial programs, independent study opportunities and special summer educational and recreational programs are planned to meet the identified needs of children and adults.

Other programs include pupil services (guidance, counseling, health, social work), parent education, community information and visiting teachers. The laboratory will be operated on a year around basis offering programs Monday through Friday from 8:30 a.m. to 10:00 p.m.

PROGRAM ELEMENTS: The programs of the Learning Laboratory are actively involved with and supported by other resource programs. Included in these are ESEA Title I Guidance, counseling staff and services support; Title II Reading Materials Center (elementary level); Title IV Process Assessment Evaluation by Central Midwestern Regional Education Laboratory (CEMREL); Higher Education Act Title V-B National Teacher Corps; Research Council of the Great Cities Program for School Improvement Language Arts Power Project.

Total community involvement is one of the primary goals of the Parent Education component and the Community Information Center. Confidence of the community in the laboratory as a service medium will foster this involvement. Many of the people of the community are "locked in" residents who seldom get beyond their immediate neighborhood and they need information and guidance on a host of matters. The Community Information Office will provide the citizens of the community with information, advice and guidance on problems of health, welfare, employment, sanitation, legal, transportation, finance, education, housing, recreation, safety, etc. In addition, this contact will be used to inform the parents of activities in which they can participate to improve themselves and to benefit their children. A partial list of planned activities within the Parent Education component includes:

1. Cooperative Play Pool
2. Housekeeping Clinic
3. Creative, Recreational, and Reading Activities for the Aged
4. Stay-In-School Project
5. Community Study Groups
6. Family Nights
7. Back Your P.T.A. Activities



MILWAUKEE, WISCONSIN — SUB-SYSTEM APPROACH TO THE PROBLEMS OF A LARGE CITY SCHOOL SYSTEM

PROJECT IN BRIEF: "The primary objectives of this project is to raise achievement levels of students in a senior high school and its feeder schools. This objective will require changes in the organization of schools, K-12, to allow for varying instructional time, materials, and methods based upon the present academic attainment of pupils. It will also require a 'sub-system' of the Milwaukee Public Schools in which a decentralized administration is able to react to specific local problems."

PROJECT COST: $299,982 -- 1968-69

PROJECT DIRECTOR: Mr. William Pollard
Executive Director
5225 West Vliet Street
Milwaukee, Wisconsin 53208
(414) 476-3670

PROJECT AREA: North Division

SOCIOECONOMY: The richer resources of the Milwaukee Metropolitan area are segregated from the central city where, according to the 1960 Census, one out of nine families had an income of less than $3,000; and one out of six, an income of less than $4,000. As determined by Milwaukee's Community Renewal Program, completed in 1964, the area contains 1,305 substandard, dilapidated dwelling units, or 32 percent of the total number of such units in the city, and 7,058 substandard, deteriorating units, 27 percent of the city's total. The estimated number (city-wide) of unemployed as of July, 1967 was 22,000; the rate of unemployment was 3.7.

EDUCATION: High school attrition (city-wide)
Loss in number of pupils grades 10-12
September 1960-June 1963----------1,657

Percent not graduating based on pupil loss, grades 10-12----------26.19

Nonwhite persons over 25 years not completing high school (1960 Census)
Number of nonwhite adults over 25 years----------29,283

Number not completing high school-20,835

Percent not completing high school----74

PROJECT SCHOOLS: North Division High School and four of its feeder schools:Fulton Junior High, Roosevelt Junior High, Twelfth Street Elementary, and Lee Elementary. These schools will be involved in the first phase of the project; the other elementary schools will be phased in later.

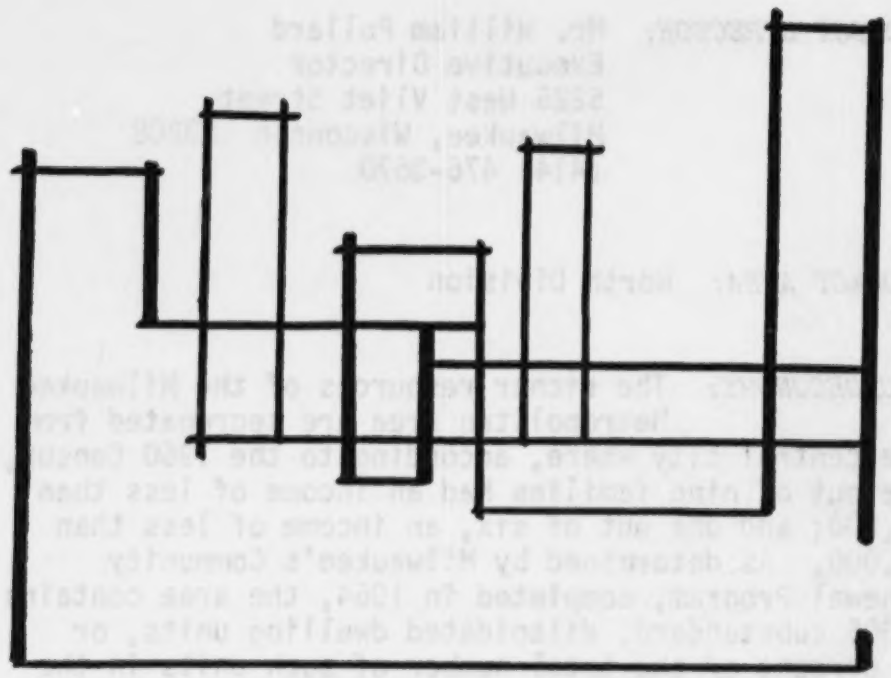
KEY PROJECT STAFF: It includes area coordinator, editor of community newspaper, inservice education specialist, writer of materials to increase parental understanding of curriculum, research associate, community relations specialist, and media specialist.

PROJECT OBJECTIVES: Cited in Project in Brief.

PROJECT DESCRIPTION: To raise student achievement levels, a new organizational pattern will be implemented in an inner city senior high school, its two feeder junior high schools, and two of their feeder elementary schools. The schools will be organized as an administrative sub-system of the public school system to decentralize school administration for more effective reaction to specific local problems. An advisory council created for each school will be composed of teachers, parents, principals, supervisory personnel, secondary pupils, and at the elementary level, a teacher representing student viewpoints. Local principals and an area leader will be charged with the responsibility for the educational program and budget of the local area. Each principal will plan and direct specific programs in his school to provide organizational changes which permit a more flexible instructional program. A large scale inservice education program will be established. Parental involvement in school programs will be encouraged through various methods, including the establishment of a school-community newspaper, the development of materials designed to explain curriculum content to parents, and provisions for direct parent communication.

PROGRAM ELEMENTS: 1. Coordination of Federal and local programs in project schools. 2. Inclusion of the following activities: individual program planning for pupils with learning difficulties; modular and/or ungraded scheduling; Head Start follow-up; reading instruction; preservice education; parent education; local school inservice education through efforts of successful teacher and college staff; new staffing patterns to include team teaching, teacher aides; utilization of business and industry; programs designed to increase attendance; evaluation and diagnosis of specific needs of pupils; follow through programs; and an instructional resources center.

OTHER FEDERALLY FUNDED PROGRAMS: Other programs active (1967-68) in North Division High School, Fulton Junior High and Roosevelt Junior High were funded by ESEA, Titles 1, 2, and 3; Neighborhood Youth Corps and Operation Neighborhood; and NDEA, Titles III, V, and XI.



NEWARK, NEW JERSEY—NEWARK GREATER CITIES PROJECT

PROJECT IN BRIEF: "The present proposal is a cooperative effort on the part of the U.S. Office of Education, the New Jersey State Department of Education, 'Research for Better Schools,' Title IV Regional Laboratories, and the Newark Board of Education. It is part of a continuing search for plans and techniques for restoring the Newark school system to its former position of eminence in education."

PROJECT COST: Title III $470,917 (Components 2, 3, and 4), Follow Through $25,000 (Component 2), Local Funds $15,286 (Component 3), and Title IV ESEA $72,000 (Component 1).

PROJECT DIRECTOR: Mr. Samuel Matarazzo
Director of Special Assistance Programs
31 Green Street
Newark, New Jersey 07102
(201) 622-6700 (ext. 225)

CONTACTS: Component 1. Dr. James W. Becker
Regional Laboratory, Research for Better Schools, Inc.
121 S. Broad Street
Philadelphia, Pennsylvania 19107
(215) 456-6050

Component 2. Dr. Mildred Groder, Principal
Ann Street School
30 Ann Street
Newark, New Jersey 07105
(201) 622-6700 (ext. 256)

Component 3. Mr. Simeon Moss, Assistant Superintendent of Elementary Education
31 Green Street
Newark, New Jersey 07102
(201) 622-6700 (ext. 468)

Component 4. Mr. Salvatore Salerno
West Side High School
403 South Orange Avenue
Newark, New Jersey 07103
(201) 622-6700 (ext. 368)

PROJECT AREA: Project area is located largely within Model Cities Area in central Newark.

SOCIOECONOMY: Newark has a rate of unemployment persistent enough and high enough to make it one of five cities in the Nation qualified for assistance under the Economic Development Act. Among major American cities, Newark faces the highest percentage of substandard housing. There are about 39,000 substandard housing units and 17 low rent public housing projects in which 10,500 families reside.

Three out of every four public school children in the city are either Negro or Puerto Rican. Most of them come to school hampered by frustrating conditions at home and in their neighborhood. Newark's educational system is desperately endeavoring to meet the educational needs of a highly mobile population characterized by a disproportionate number of children with special problems--social, psychological, cultural, health, and economic. Newark is second among major

cities in population density and second in infant mortality, and in birth rate. There are about 5,000 children between the ages of three and five whose parents or guardians are receiving aid under the Aid for Dependent Children Program of the Essex County Welfare Board. Many of the school age children come from broken homes. In a survey of these disadvantaged areas, 7,819 families were found in which no father was present.

EDUCATION: Newark schools face the problems troubling most urban school districts--overcrowding, high rates of scholastic failure, truancy, disciplinary problems, pupil transiency, and teacher turnover. One-half of the pupils in sixth grade reading are 18 months below the national average. A cumulative dropout rate in grades 9-12 is 32 percent; 3 percent of nonwhite persons over 25 lack a high school diploma. There is a yearly pupil turnover rate of 44 percent. One-third of the new pupils each year are new arrivals in Newark. Only 16 percent of the city population of 405,000 are Newark born. The highly mobile population causes a drop in school enrollment in one area and a sudden rise in others.

PROJECT SCHOOLS: Elementary: Broadway, Camden, Dayton, Eighteenth Avenue, Fourteenth Avenue, Hawkins Street, Madison, Miller Street, and Hawthorne Avenue; Secondary: West Side High School

KEY PROJECT STAFF: Included are: 1 project director, and 2 program administrators, components 2 and 4. (Component 1 is largely a survey and component 3 will provide suburban school experience for inner-city children.)

PROJECT OBJECTIVES: Included in the individual component descriptions which follow

PROJECT DESCRIPTION: As a beginning, the proposal suggests four components:

1. A Design for Community Involvement (RBS)

By means of interviews, opinion sampling, and data assessment, barriers to communication between various groups, segments, and levels in the community will be identified and broken down. Lines of communication will be established and proposals generated to overcome existing problems. An assessment of needs will be conducted in order to build a base for long-range planning. This endeavor will be funded through the Bureau of Research, U.S. Office of Education, under Title IV of ESEA.

2. An Expanded Program for Early Childhood Education

Existing programs for early childhood education for inner-city children will be expanded. New facilities will be utilized and additional resources sought. It will be a comprehensive kindergarten program which will attempt to insure the continuation of the gains achieved in preschool and Head Start. The intention is to extend the kindergarten program to a full day for 320 children.

3. Sharing Educational Opportunities

The Borough of Verona, a suburb of Newark, will accept 40 inner-city children from Newark, grades 1-5, for schooling in the suburban system. Daily transportation will be provided. Parents may accept or reject the invitation. The children would be selected at

random from the Miller Street School of Newark. Negro, Puerto Rican, and white children would be eligible.

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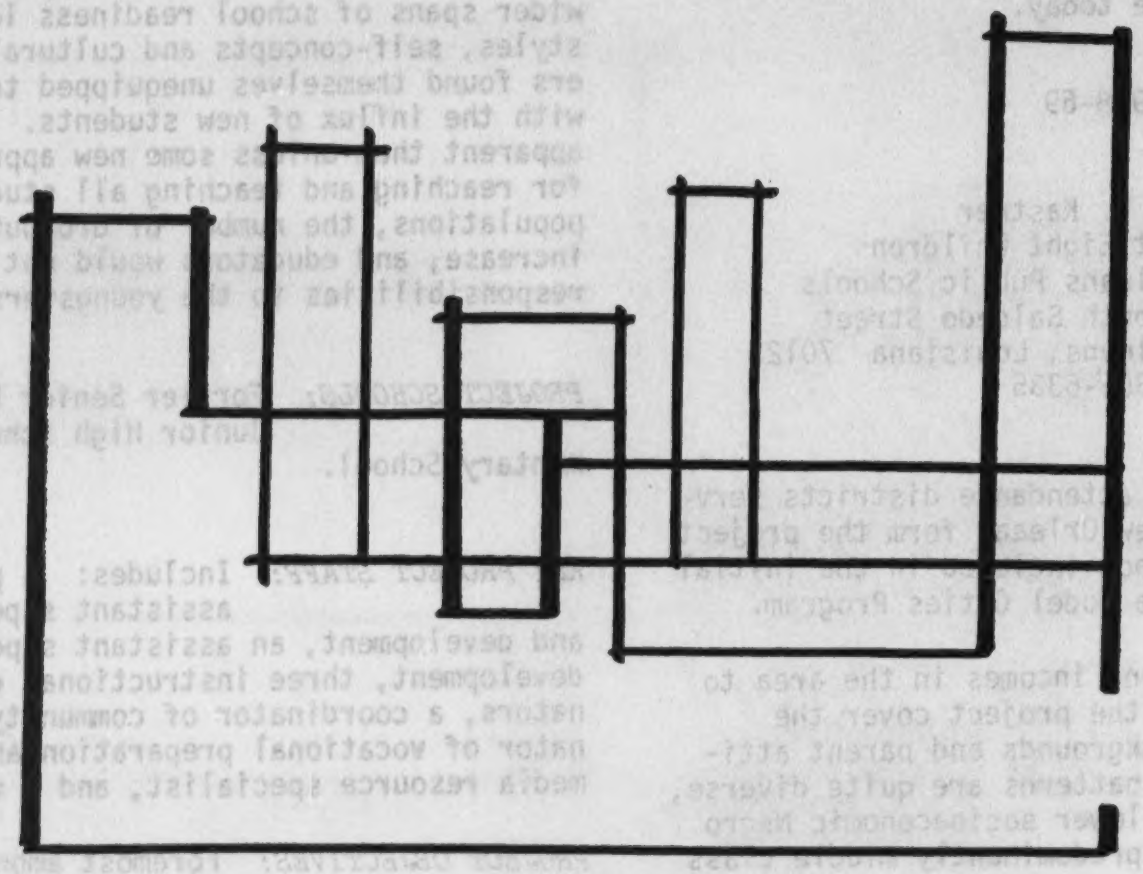
4. A Prototype for Change in Secondary Education

A coalition of Newark's inner-city secondary school administrators, principals, and faculty together with community representatives will seek innovative and untried methods for upgrading the quality of secondary schooling in Newark.

PROGRAM ELEMENTS: Resources, agencies, and institutions from within and outside the community will be utilized. Pilot programs will include a summer project, store front centers, and teacher training activities.



NEW ORLEANS, LOUISIANA — EIGHT CHILDREN

PROJECT IN BRIEF: "Eight Children is a project designed to create a comprehensive model for educating diverse populations of students within a single community. The project will provide opportunities to meet the gradually shifting needs of today's students through programs in curriculum development, teacher training, and student services. New relationships will be fostered between the schools and the community, and between students and the world of work to vitalize the role of education in preparing young men and women for life today."

PROJECT COST: $506,316 - 1968-69

PROJECT SUPERVISOR: Robert L. Kastner
Project Eight Children
New Orleans Public Schools
1515 South Salcedo Street
New Orleans, Louisiana 70125
(504) 866-6335

PROJECT AREA: Three-school attendance districts serving uptown New Orleans form the project area. The project area is not included in the initial sections to be served by the Model Cities Program.

SOCIOECONOMY: Occupations and incomes in the area to be served by the project cover the broadest possible range; backgrounds and parent attitudes vary widely. Housing patterns are quite diverse, with many small sections of lower socioeconomic Negro housing interspersed within predominantly middle class white areas.

EDUCATION: Prior to 1960 Negro and white children attended segregated schools within the project area. As the desegregation process was implemented, schools containing all white students experienced pronounced shifts in pupil populations. Masses of Negro children enrolled in formerly all white schools while many white families moved to the suburbs or withdrew their children from public schools.

The rapid change in student types established much wider spans of school readiness levels, learning styles, self-concepts and cultural backgrounds. Teachers found themselves unequipped to deal effectively with the influx of new students. Gradually it became apparent that unless some new approach was developed for reaching and teaching all students in mixed pupil populations, the number of dropouts and failures would increase, and educators would not be meeting their responsibilities to the youngsters of this city.

PROJECT SCHOOLS: Fortier Senior High School, McMain Junior High School, and Allen Elementary School.

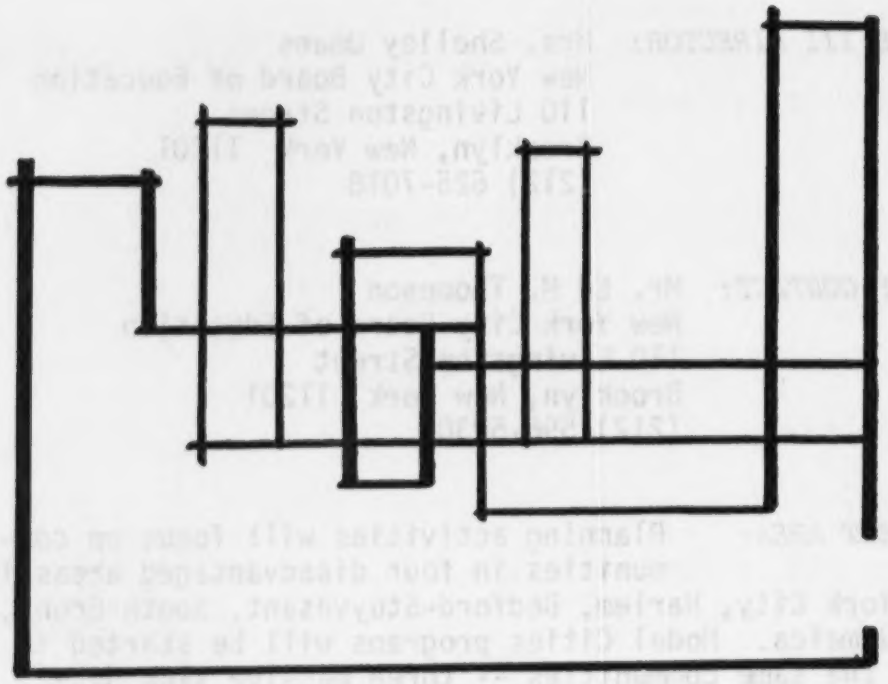
KEY PROJECT STAFF: Includes: a project supervisor, an assistant supervisor of research and development, an assistant supervisor of curriculum development, three instructional development coordinators, a coordinator of community relations, a coordinator of vocational preparation and job placement, a media resource specialist, and a counseling consultant.

PROJECT OBJECTIVES: Foremost among objectives is to stabilize central city school en-

rollments by providing a comprehensive model. This will be accomplished by reorienting teachers to present instruction which reflects relevant curricula, realistic teaching approaches, meaningful counseling, viable vocational preparation, specialized instruction to equalize educational backgrounds and maximum development of individual potential.

PROJECT DESCRIPTION: Project Eight Children hopes to create an atmosphere where school administrators, faculty members, parents, community representatives and students can meet to analyze the present educational program in the expectation of formulating improvements. Emphasis on staff development will be primary; teachers will attend frequent training sessions designed to help them teach more effectively, using imaginative techniques and materials geared toward individualized student instruction. Curricular offerings will be examined and restructured to meet the needs of today's students, as in the area of vocational training, where preparation will be suited to realistic career opportunities. New and sensitive approaches to counseling will help students at all grade levels to view society through the sound perspective of positive self-concepts.

PROGRAM ELEMENTS: Many institutions of higher learning in the city can be called on for direct services and assistance in planning and impartial evaluation--Tulane University, Newcomb College for Women, Louisiana State University in New Orleans, Loyola University, Dillard University, Xavier University, and St. Mary's Dominican College. A summer institute sponsored by NDEA at Tulane University involved 50 of the 200 faculty members now teaching in the selected schools. The Eight Children Project will receive additional support from other Federal sources as well. Funds from Title I of ESEA will provide compensatory education services at Allen and McMain schools.



NEW YORK CITY, NEW YORK-PLANNING COMMUNITY EDUCATION CENTERS

PROJECT IN BRIEF: "Planning for the development and operation of four Community Education Centers to serve the residents of selected disadvantaged areas. Community participation and coordination of resources are important aspects of this program."

PROJECT COST: $400,000, 1968-69

TITLE III DIRECTOR: Mrs. Shelley Umans
New York City Board of Education
110 Livingston Street
Brooklyn, New York 11201
(212) 625-7018

STAFF CONTACT: Mr. Ed M. Thompson
New York City Board of Education
110 Livingston Street
Brooklyn, New York 11201
(212) 596-5030

PROJECT AREA: Planning activities will focus on communities in four disadvantaged areas in New York City, Harlem, Bedford-Stuyvesant, South Bronx, and Jamaica. Model Cities programs will be started in much the same communities -- three massive slum districts, Harlem, South Bronx, and central Brooklyn, the target area of which comprises parts of the Bedford-Stuyvesant, Brownsville, and East New York communities.

SOCIOECONOMY: Of the 8 million people living in New York, more than 1 million live in hard-core slum areas. Nearly a million more live in changing neighborhoods threatened with deterioration of housing, community facilities, and lack of confidence in the future. Many of the unemployed and underemployed are people whose life experience and lack of equal opportunities have made them relatively incapable of competing in our society. The overall impression of many portions of the target area is one of dirt, squalor, and despair.

New York City's unemployment rate was 4.0 as of July, 1967. In the Model Cities and other slum districts, unemployment is close to twice the city average. While unemployment among whites is primarily among older workers (over 40), among the Negro and Puerto Rican workers both young and middle-aged cannot find jobs. As time goes on, the number of potential unemployed or underemployed will increase because the kinds of unskilled and semi-skilled jobs they now hold will disappear.

There are more than 276,000 housing units in the three Model Cities areas; about 70 percent of these units need some work done on them and about 75,000 units are in structures needing major rehabilitation or replacement. Blight and decay are predominant.

Over one-third of the families and unrelated individuals have incomes under $3,000 a year and most of the rest earn under $6,000. Many families are supported by more than one wage earner and it is often the women in the Negro and Puerto Rican families who find the steadiest employment. The number of people on welfare has increased from 99,000 in 1962 to 150,000 in 1966.

EDUCATION: Reading level by third grade is typically six to eight months below grade and by sixth grade, 12 to 15 months below. In the high schools, between half and two-thirds of the students fail to graduate, compared to one-third for the city as a whole. Of those who do graduate, about 70 percent receive general diplomas--a diploma which hardly qualifies them for gainful careers and long-term employment. Some 68 percent of nonwhite persons over 25--city-wide, 474,962 adults--lack a high school diploma.

Recent statistics show that 28 percent of the adult arrests in New York City are made in the Model Cities areas, although the population of these neighborhoods comprises only about 10 percent of the city's total. The juvenile arrest rate is double that of the entire city.

PROJECT SCHOOLS: I.S. 201 Complex (Manhattan) Oceanhill-Brownsville Demonstration District (Brooklyn); District 12 (Bronx); District 28 (Jamaica)

KEY PROJECT STAFF: I.S. 201 Complex--Mr. Preston Wilcox, Planning Director; Oceanhill-Brownsville Demonstration District--Mr. Clifford Daniels, Planning Director; District 12--to be selected; District 28--to be selected

PROJECT OBJECTIVES: The objectives of the planning project are:

To design a plan in the designated areas to provide for supplementary educational and other related services in community education centers that will operate 24 hours a day, 365 days a year

To develop a new structure through which community representatives directly participate in identifying the needs and planning the educational programs of the particular community

To design a program that will provide a network of services extending vertically from infancy to old age and horizontally to include a broad spectrum of supplementary service to school children

To design a program that incorporates known exemplary and innovative programs that do not presently exist in the designated areas

To identify and involve in the planning and operation of the programs all agencies that can provide necessary services to the designated communities

To provide for the availability of such services within the specific community

To combine and integrate the services of agencies and groups so that the person is viewed as a complete human being whose needs and problems overlap and intertwine

To design a plan which provides a means by which needs of employment, health, recreation, counseling, family services, and education of all age groups of the community can be met either through direct services in the center or by coordinated referral.

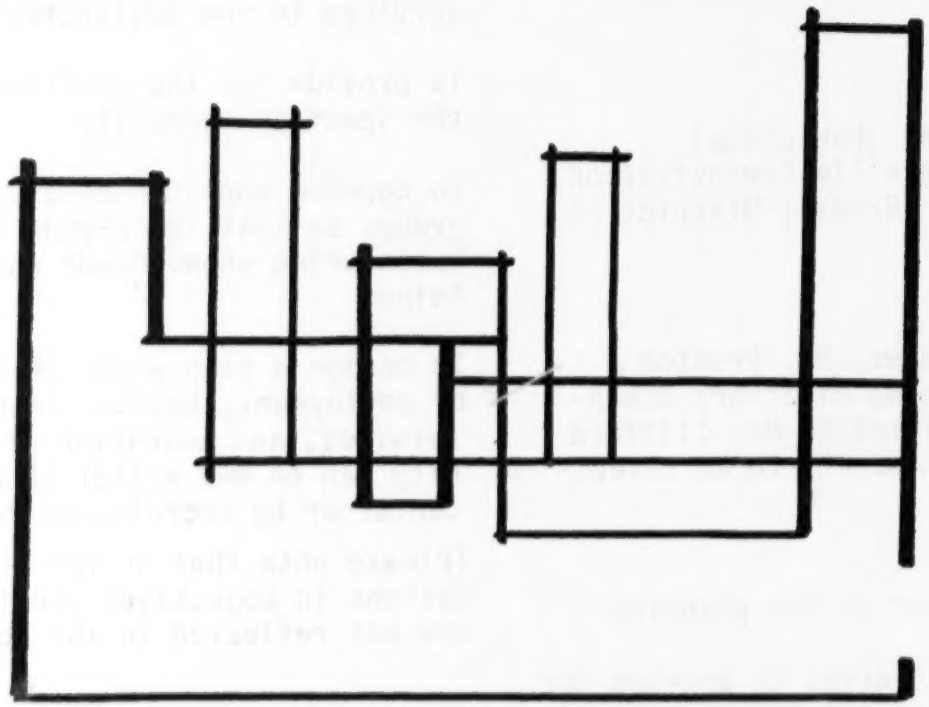
(Please note that as the program is developed modifications in objectives are taking place, some of which are not reflected in the above.)

PROJECT DESCRIPTION: This project will plan and put into operation Community Education Centers in each of the following disadvantaged

areas of New York City: Harlem, Oceanhill-Brownsville, South Bronx, Jamaica. These target areas with their populations of about 150,000 people are presently receiving fragmented and uncoordinated educational, social, and health services.

There will be two phases. Phase I will concentrate on designing a structure or process through which community representatives will participate directly in identifying problems and needs and determining appropriate programs responsive to those problems. Phase II, Program Development, will focus on developing a five-year plan of operation for the community education centers that will fulfill the above-stated objectives.

The planning aspect of the project is supported with Title III funds. Upon completion of the initial planning phase, an operational design will be submitted to the State Education Department. If approved, the project will then be supported with State funds that are being allocated to the State Office of Urban Education for projects dealing with urban education problems.



NORFOLK, VIRGINIA — PROTOTYPE OF URBAN EDUCATIONAL EXCELLENCE

PROJECT IN BRIEF: "The purposes of this program are to provide pupils (K-12) with excellence in academic, technical, and/or vocational preparation for the world of work, and to heighten the self-insight, aesthetic appreciation, and sense of individual worth which these pupils take into the world as contributing members of society."

PROJECT COST: $120,137 (1968-1969)

PROJECT DIRECTOR: Thomas A. Newby
Central City Project - Title III
Norfolk City School Board Annex
227 East Plume Street
Norfolk, Virginia 23510
(703) 441-2359

PROJECT AREA: The Central City area is situated adjacent to the downtown shopping and financial center. It has within its boundaries seven elementary schools, two junior high schools, a senior high school, and a state-supported college. The central city section for which the prototype of educational excellence is planned lies partly within Norfolk's Model City Area.

SOCIOECONOMY: The approximately 11,000 persons, ages 3-18, in this neighborhood represent a wide socioeconomic and ethnic range. Problems are typical of older urban areas. There are seven elementary schools--three drawing middle to upper middle income pupils; four, lower income. One of the two junior high schools is entirely Negro, the other almost evenly divided between the races. Students in one high school are 62 percent Caucasian, 30 percent Negro. Nearly 30 percent of the families in this area fall within a poorer than poor group with an annual income of less than $2,000.

EDUCATION: There is a great need for specially trained personnel to make the instructional program more effective and to combat the problems of tardiness, truancy, disruptive behavior, and achievement failure on the part of a small but troublesome minority of pupils. Maladjusted juveniles, often warped by crippling home environments, are already classed as juvenile delinquents. If they are excluded from school, they roam the streets, hang out in the vicinity of the schools, and precipitate incidents which land them in the hands of the police. If they are not excluded from school, they seriously interfere with the education of other students. Delinquents, city-wide, reported by the juvenile courts (judicial cases except traffic) number 1,928. The dropout rate is 11 percent at the high school, 9 percent at one junior high school, and 6 percent at the other. Of nonwhite persons, city-wide, over 25 year of age, 81 percent lack a high school diploma.

PROJECT SCHOOLS: Maury Senior High, Blair Junior High, Madison Junior High, Larchmont Elementary, Lee Elementary, Marshall Elementary, Monroe Elementary, Smallwood Elementary, Stuart Elementary, Taylor Elementary.

KEY PROJECT STAFF: Professional personnel needed to carry out the proposed program include: 1 program director, 1 school-community liaison officer (presently funded under Title I), 1 elementary school counseling planner, 3 home economists, 1 resident substitute (Maury Senior High), 2 crisis teachers (Marshall Elementary - Maury Senior High).

PROJECT OBJECTIVES: To provide kindergarten classes and early childhood education for a significant number of children in an area without these facilities

To increase pupils' self-insight, aesthetic appreciation, sense of individual dignity and worth, and concern for using potential constructively

To design and implement an instructional program affording excellence in academic, technical and/or vocational preparation of pupils for transition from school to the world of work

To effect interaction between the schools and the community for purposes of school responsiveness to community needs, parental involvement in and support for school activities, and utilization of area resources for betterment of educational programs

To develop communication media to increase understanding between ethnic groups and reduce fears regarding shifting ethnic ratios in the schools

To expand teacher education and staff development programs for purposes of having trained, perceptive, and capable personnel available.

PROJECT DESCRIPTION: Inner city students will be aided by an educational program designed to help them succeed by developing, in them, greater insight into self and a sense of individual dignity and worth; by modifying the instructional program to provide for the transition from school to the world of work; and by developing communication media for various ethnic groups. The program also includes the establishment of a new kindergarten program and community-school involvement groups such as a Human Resources Board and Neighborhood Professional Councils which will be aided by specialists in various fields. Inservice teacher training programs will be expanded and revised to insure continuing, relevant training.

PROGRAM ELEMENTS: Many resource groups with potential for improving the educational program exist in the Central City area. They range from health and welfare agencies, and anti-poverty groups to libraries, business concerns, cultural organizations, civic clubs, Old Dominion College, and the Norfolk Museum of Arts and Sciences. Service groups functioning in the area include: the ESEA Title III Office, the OEO, the City Recreation Bureau, and a number of civic organizations.

OAKLAND, CALIFORNIA—PLANNING SOLUTIONS TO URBAN EDUCATIONAL PROBLEMS

PROJECT IN BRIEF: "The applicant would meet some identified needs of children in an urban-suburban area which are unique to those areas, and provide follow-up activities to the McClymonds High School project. The applicant proposes to do this through the establishment of an "Urban Studies Center" and three satellite Educational Stations in which students of various areas, ethnic groups, and social groups will explore problems of a metropolitan area through an innovative curriculum designed by school personnel, parents, students and agency personnel. The McClymonds High School component will relate the curriculum to career development opportunities through curriculum redesign and cooperative community-school-business-industry approach."

PROJECT COST: 1968-69 -- $151,000 (Urban Studies Center)
100,000 (McClymonds Component)
$251,000

PROJECT DIRECTOR: Mr. Reuben A. Burton (Urban Studies Center)
Mr. William Webster (McClymonds Component)

CONTACT: Dr. Stuart S. Phillips, Superintendent
Oakland Public Schools
1025 Second Avenue
Oakland, California 94606
(415) 836-2622

PROJECT AREA: The Urban Studies Center is a proposed site on the grounds of the Oakland Unified School District's Chabot Science Center. These facilities along with the educational stations on the new California State College campus at Hayward and the Oakland Museum represent a potential high-level resource and educational "filter system" for carrying out the stated objectives and effectively reaching a significant number of children in the Metropolitan Oakland area, located in Alameda County.

The project area of the McClymonds component will include McClymonds, Castlemont, and Oakland Technical High Schools.

The Urban Center activities will be coordinated with the Model Cities projects, Oakland's McClymonds project, the Acorn/Oak Center, and Berkeley Unified School District's ESEA Title III project EPOCH.

SOCIOECONOMY: Analysis of census tract data indicates the urban-suburban problem of growth and development in the Oakland Metropolitan area differs in degree, not in kind, from those of major metropolitan areas of the United States. There are problems of isolation, segregation, substandard housing, unemployed and unemployable adults, inadequate mass transit systems, as well as cultural and educational needs. Approximately 65 percent of the enrollment of the 88 schools of the district is made up of ethnic minorities. Moreover, 55 schools have minority group populations over 50 percent. In the past five years, Oakland's Negro population has grown from 22 percent to 30 percent of the total population.

EDUCATION: Oakland is attempting to provide a high quality of education for all its students through integrated educational opportunities. The task is complicated by the rising minority population and the rapid decline of the population within the city and concomitant pattern of educational, social, and economic isolation developing within and beyond the central city.

High school attrition
Loss in number of pupils grades 10-12, September 1960 - June 1963 944
Percent not graduating based on pupil loss, grades 10-12 .....24.9
Nonwhite persons over 25 years not completing high school (1960 Census)
San Francisco - Oakland
Number of nonwhite adults over 25 177,753
Number not completing high school 100,646
Percent not completing high school 57

In 1965-66 when the enrollment was 64,364, the average daily attendance was 61,518.

Delinquents reported by juvenile courts, 1966:
Judicial cases (except traffic) 2,542
Noniudicial cases (except traffic).....6,845

Urbanization and the related growth of suburbia make for shifting mobility patterns.

PROJECT SCHOOLS: As proposed, the plan would call for participation in the educational project by Oakland, San Leandro, Berkeley, San Lorenzo, Emeryville, Alameda, Hayward, Castro Valley, and children from Oakland Catholic diocesan schools. The educational stations would be located at the Chabot Science Center, the Oakland Museum, and California State College at Hayward.

The McClymonds Component will involve students at McClymonds High School, Castlemont High School and Oakland Technical High School.

KEY PROJECT STAFF: Includes: administrative coordinator 1; project director 1; teacher on special assisgnment in human relations 1; educational specialists (teachers on special assignment) 3; one for each station; consultants and supportive personnel.

Key project staff for the McClymonds Component includes: administrative coordinator 1; teacher on special assignment - Service Center 1; advisory specialist in human relations 1; teachers on special assignment in human relations 2; consultants and supportive personnel.

PROJECT OBJECTIVES: Urban Studies Center

a. Provide children with a unique curriculum aimed specifically at finding solutions to identified urban educational problems such as cultural and racial isolation, problems of transportation, housing and the world of work

b. Foster a regional approach to solving urban-suburban problems

c. Make the opportunity and climate for children and school personnel of different racial and ethnic groups, as well as urban and suburban children, to interact with each other in a curriculum based program

d. Give technological, cultural, and social instruction in an integrated setting which utilizes the expertise available in institutions of higher learning and community agencies (Such instruction would bring together

the theory and the practical application of that theory in solving urban educational problems.)

e. Provide the opportunity for children to receive firsthand knowledge of urban-suburban problems through well-planned, guided educational field experiences

f. Encourage a cooperative effort among students, school personnel, and community agencies within the region to bring about desirable and feasible educational changes

g. Provide the opportunity for all students, school staffs, and community agencies to benefit from the experiences of those actively involved in the project

h. Disseminate information regarding possible solutions to urban-suburban problems to school districts and community agencies at the local, state, and Federal level.

McClymonds Component

a. Expand employment opportunities and occupational experiences for high school students so that they can vigorously pursue their interests in one or several careers-- Business Technology, Science, Public Service, Professions and Creative Arts

b. Provide inservice education, school site orientation for curriculum change and program development at Castlemont and Oakland Technical High School.

PROJECT DESCRIPTION: Urban Studies Center

This project proposes to meet the expressed needs and objectives through the establishment of an Urban Studies Center and three satellite Educational Stations on a prototype basis. The center and the stations will educate children in the problems of community planning, use of natural resources, integration of multi-ethnic and culturally heterogeneous populations, air pollution, etc. The program will include inservice training to acquaint teachers and supportive personnel with the urban studies center concept, the resources of the center and the educational stations, and curriculum strategies.

McClymonds Component

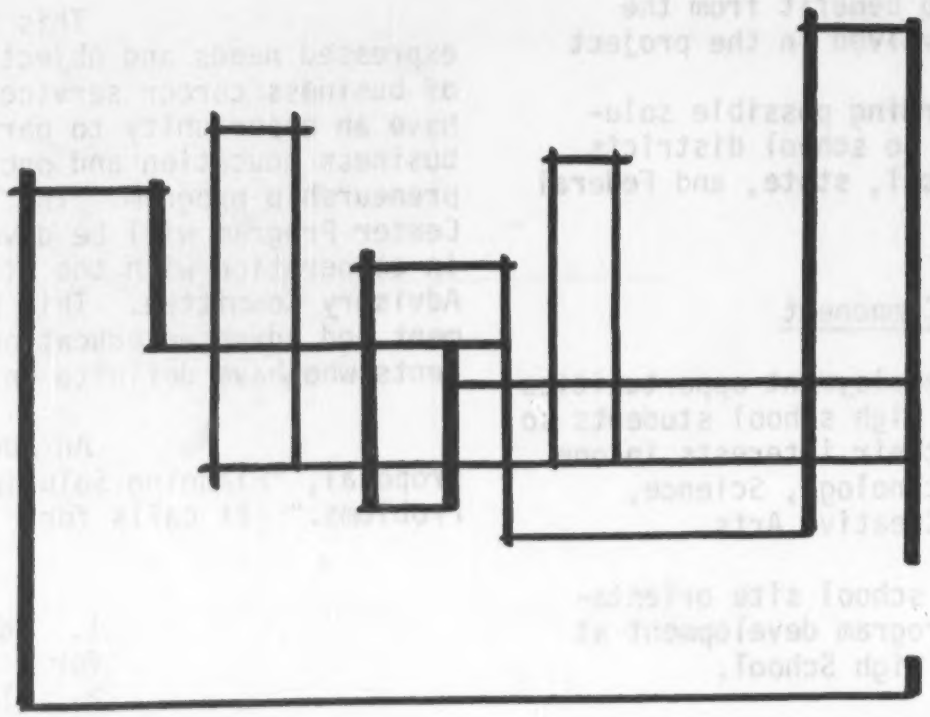
This component proposes to meet the expressed needs and objectives through the establishment of business career service centers so that students will have an opportunity to participate in all phases of business education and operation, including an entrepreneurship program. The Technological-Science Trades Center Program will be developed during the fall term in cooperation with the students and the Citizens' Advisory Committee. This program will provide employment and advanced educational opportunities for students who have definite interests in this field.

An addendum has been made to the proposal, "Planning Solutions to Urban Educational Problems." It calls for:

1. Addition of planning activities for a pilot program
2. Clarification of project objectives
3. Revised time phases and work to be done
4. Addition of the McClymonds High School component

5. Curriculum and educational stations component
6. Supportive inservice training opportunities through United States International University
7. Evaluation procedures

PROGRAM ELEMENTS: Other features of the program include Saturday and extended day activities for the special interests and talents of children in the project and lay participation in the development of supportive services and resources.



RICHMOND, VIRGINIA — OPERATION UPLIFT

PROJECT IN BRIEF: "The purpose of this project is to reduce, through innovative instructional procedures, the educational disadvantage generally recognized as resulting from socioeconomic deprivation. A multifaceted, comprehensive, and innovative approach will employ preventive as well as corrective measures to meet this purpose."

PROJECT COST: $150,000 -- 1968-69

PROJECT DIRECTOR: Mrs. Virgie M. Binford
Richmond Public Schools
809 E. Marshall Street
Richmond, Virginia 23219
(703) 649-5497

PROJECT AREA: The present project will serve most of the Model City area in some capacity as well as some residential areas on the fringes of the Model City area. It is the general area from which the attendance at Mosby School is drawn. Mosby is located on the southwestern edge of the proposed Model City Area, centrally located in the City of Richmond and embracing much of the part known as Church Hill.

The pupil population of the area, compared in 1967 with the entire City of Richmond, evidenced lower mean score on group intelligence tests, and slow learner category. Achievement test scores revealed (reading, arithmetic, language) approximately one-half year below average; incidence of speech problems were four times the average for the city; and other disabilities, such as minimal brain dysfunction, emotional disturbance, hearing loss, were substantially higher than for the city as a whole.

SOCIOECONOMY: Lack of adequate education or training contributes a self-perpetuating situation of social, cultural, and economic deprivation. Social problems here are better housing, more health services, improved income, more employment, and more recreation opportunities. The level of substandard housing exceeds 75 percent; annual income is 50 percent below $3,000.

EDUCATION: Between 55 and 60 percent of the adults have less than eight years of schooling. A study made between the years 1966 and 1968 revealed that school dropouts and failure rates in the Mosby School were significantly higher than the average for the city. Test scores were lower.

PROJECT SCHOOLS: Mosby, George Mason, Bowler, Bellevue Chimborazo

KEY PROJECT STAFF: Includes: project director, half-time; secretary; instructional supervisor, half-time; 6 teachers, 3 teacher aides; 2 teacher helpers; 1 school-community coordinator; 1 reading consultant; 5 extended day teachers; 7 teachers for afternoon four year-olds' program; 1 speech development teacher (9 1/2 months) 1 vocational guidance counselor (12 months).

PROJECT OBJECTIVES: The overriding objective is the reduction of educational disadvantage resulting from socioeconomic deprivation in the project area.

Phase I: To involve 3- and 4-year old children and their parents in socio-educational activity designed to forestall some of the harmful effects of environmental deprivation. Double sessions will be held every day of the school week to accomodate all of the 3- and 4-year olds in the Mosby school area.

Phase II: To prepare 4-year olds for the transition from home to school. (A nursery will be operated in the Home Learning Centers for children under the age of three to free mothers for participation in Operation Uplift.)

Phase III: To increase the learning potential of the children by strengthening perceptual motor functioning.

Phase IV: To reduce speech deficiencies at all levels in the project school.

Phase V: To improve school-community cooperation and parent involvement in education in the general area of Mosby School.

Phase VI: To reduce incidence of failure by means of a tutoring program.

PROJECT DESCRIPTION: Operation Uplift, as proposed, is a seven-pronged, preventive and corrective attack on the problem of educational disadvantage in an economically deprived area. Experimental methods and extensions of conventional methods will be concentrated in one area in a concerted effort to provide the means by which the people of the area may raise themselves out of the environment which has fettered them. The project embodies the ideal of cooperation among all affected parties. It provides for active participation of parents and community. The full force of effort made possible under this program is to be focused on one school area in the proposed Model Cities neighborhood. This concentration of effort will facilitate both the improvement in total program and provision for experimentation and research.

ROANOKE, VIRGINIA — EFFECTIVE PROGRAMS FOR THE INNER CITY

PROJECT IN BRIEF: "A prototype is proposed for demonstrating effective change in inner city schools. Developed with community cooperation, faculty participation, and assistance from specialists, the program provides staff training and retraining; expanded and revised curricula, programs, and services for preschool, elementary, and secondary pupils; adult and vocational education; community involvement; and environmental improvement."

PROJECT COST: $125,000

PROJECT DIRECTORS: D. Mott Robertson, Director of Instruction and Mrs. Virginia Kirkwood, Director of Pupil Personnel Services

CONTACT: Miss Dorothy L. Gibboney, Superintendent
Roanoke City Public Schools
312 Third Street, SW.
Roanoke, Virginia 24011
(703) 345-0907

PROJECT AREA: Central Business District and West End Neighborhood

SOCIOECONOMY: The 1967 city directory reveals that about 50 percent of the household heads in the area are retired, widowed, or with unknown professions (possibly unemployed). Of the 50 percent with known professions, virtually all hold low to moderate earning jobs as laborers, drivers, construction workers, waitresses, route salesmen, most of whom qualify for low income or public housing.

Preliminary survey shows that only about 22 percent of the residential structures in the area are structurally sound. Of the others, 32 percent are in deteriorating conditions and 46 percent are in a state of dilapidation.

In 1950, the average annual wage for the workers in the Roanoke Area was $76 above the state average, but by 1964, their average annual wage was $64 less than the state average.

Over 1/5 of the people of this city live in circumstances that meet the U.S. Department of Labor's criteria for a state of poverty. In the inner city this concentration is even higher. Unemployment rates are consistently higher among residents of the inner city, and the family breakdown rate exceeds that of the general population. All of this, combined with the flight to suburbia of many middleclass whites in the last few years, has created a situation in the neighborhoods and in the schools which requires the skill and enterprise of the entire community to meet and master.

EDUCATION: Surveys, studies, and school records indicate that large numbers of these children have the following characteristics: poor performance on standardized tests; classroom performance significantly below grade level in several skill areas; a high percentage of grade failures; a low level in verbal functioning; a negative self-image; low occupational and educational aspirational levels; a dropout rate higher than in the other city schools; malnutrition; emotional and social

instability; and a high incidence of speech impairment. Educational levels in the inner city are decidedly lower than those of the general population.

PROJECT SCHOOLS: The Roanoke City Public School System proposes to undertake a program of expanded educational services which are aimed to benefit all segments of the population residing in the attendance areas of the inner city schools. This sub-system is composed of three elementary schools, the junior high school fed by these elementary schools, and a senior high school serving these junior high graduates.

KEY PROJECT STAFF: Project staff includes; 1 communication skills specialist, 1 instructional media coordinator, 1 nursing instructor, 1 auto mechanics instructor, 1 shop mathematics teacher, 1 psychologist, home-school counselors, 1 coordinator of business and finance. Twenty teacher aides have been employed as a part of the project.

PROGRAM ELEMENTS: Other programs that are operated within the project area include: (1) Community Action Agency (Total Action Against Poverty in Roanoke Valley, Inc.)--an active agency which conducts Head Start, a Day Care program, New Careers program for training sub-professional personnel; Opportunities Industrialization Center for trades and skill areas; Neighborhood Youth Corps (2) Compensatory educational programs under Title I.

PROJECT OBJECTIVES: The two general objectives are: (1) to provide comprehensive and student oriented curricula and services in the secondary schools which will increase vocational and economic competence and raise low social and economic expectance; (2) to provide continuing encouragement and opportunities for parents and community residents to participate as contributors to and recipients of the educational, social, cultural, and recreational activities of the schools.

PROJECT DESCRIPTION: The strength of this program lies in the integration of the following activities into a comprehensive plan of action which involves the total community. The major features of the activities include: parent involvement; home-school counselor services; expanded vocational opportunities; adult education; involvement of the business community and service organizations; cultural enrichment through field trips and other activities.

Intensive planning is underway to develop relevant educational programs which will involve school staff members, specialists from various fields, and representatives of the community. Programs developed include: school staff training on a continuing basis; expanded and revised curricula, programs, and services for preschool, elementary, and secondary pupils.

SAN DIEGO, CALIFORNIA—INNER CITY EDUCATION DEMONSTRATION PROJECT

PROJECT NO. 1

PROJECT IN BRIEF: "This project is an attempt to create an exemplary educational program for 'inner-city' students who have been exposed to a heavily subsidized educational program. It attempts, where possible, to involve the community in both direction and implementation."

PROJECT COST: $750,000 - 1968-69

PROJECT DIRECTOR: Norman W. Houser

CONTACT: Dr. Harmon Kurtz
4100 Normal Street
San Diego, California 92103
(714) 298-4681 x218

PROJECT AREA: The combined student population in this inner-city area is about 44 percent Negro and 36 percent with Spanish surname. The sizable number of Mexican-American students provide an opportunity to establish numerous English As a Second Language (ESL) and bilingual classes. Chances for success of this project are greatest in the Memorial-San Diego High School area because it comprises four-fifths of the area which has just been awarded a Model Cities Planning Grant.

PROJECT SCHOOLS: San Diego High School, Memorial Junior High School and five elementary schools--Burbank, Crockett, Logan, Lowell, and Sherman

KEY PROJECT STAFF: Included are: project director, assistant director, high school vice principal/career orientation coordinator, evaluation coordinator, and communications/community relations coordinator.

PROJECT OBJECTIVES:

1. To involve parents, community and school personnel in all aspects of the program and in a meaningful way

2. To provide prekindergarten experiences for pupils not now qualifying for present programs

3. To supply additional teacher aides and assistants at all levels plus additional teaching positions. Teacher aides are to be indigenous to the community.

4. To teach English As a Second Language at all grade levels and give bilingual instruction in math and language arts at the junior high school

5. To provide career orientation, planning and follow-up for all students from grades 6 through 12

6. To initiate programs by which functional literacy and functional mathematical competence can be achieved

7. To provide improved and additional counseling services

8. To locate, screen and/or prepare curriculum materials

9. To provide inservice education for staff

10. To evaluate all aspects of the project.

PROJECT DESCRIPTION: The project will provide an educational program adequately financed and designed to meet the educational needs of individuals from prekindergarten through the twelfth grade in a central portion of a large city. Parents and other community representatives of the area will have the opportunity to participate in decision-making relative to the educational program provided and to have considerable control of the way the project will be conducted. More than 75 parents of the community will be employed as classroom aides or community aides to assist with the education of elementary school children and to gain increased understanding and support from all parents in the community. The preschool program will be extended to students not now eligible for such classes and will emphasize oral language development and concept development. On the secondary school level, a career planning program will be established for all students. The ESL/Bilingual-Bicultural operation of this project will be expanded from demonstration classes to an operational level designed to meet the needs of elementary and secondary school age students whose success in school would otherwise be seriously limited by their lack of effective use and understanding of the English language.

Nonpublic schools will be served through participation in the inservice training and the availability of certain other services and materials.

PROGRAM ELEMENTS: All seven of the schools included in this project have been and will continue to be participants in other Federal and State programs specifically designed to aid disadvantaged children. For 1967-68, it is estimated that these schools will have benefited from ESEA Title I funds. The five elementary schools will have benefited from the California McAteer Act of 1965 funds to aid the reduction of the ratio of children to teachers. The junior high school will have benefited from McAteer Act funds for demonstration programs in remedial reading. Four of the schools have operated summer Head Start programs; four schools operate California Unruh Preschool programs for the ten-month school year. Two of the schools have kindergartens and first grades participating in the national pilot program, Follow Through.

PROJECT NO. 2

A REGIONAL APPROACH: ESL/BILINGUAL-BICULTURAL

PROJECT IN BRIEF: "This project will demonstrate bilingual instructional programs for the non-English speaking individual who (1) systematically develops the skills of English, (2) concurrently develops the language and culture of his adopted land and those of his birth or descent, and (3) establishes effective means of communication with this population and the schools."

PROJECT COST: $250,941 - 1968

PROJECT DIRECTOR: Herbert Ibarra

CONTACT: Dr. Harmon Kurtz
4100 Normal Street
San Diego, California 92103
(714) 298-4681 x218

PROJECT AREA: The project area is an inner-city portion which is also the older part of the city and which constitutes the residential area for the disadvantaged. It applies to the area south of Broadway and east of San Diego Bay extended to Wabash Boulevard. Also included in the project are the five satellite districts in the county that serve predominantly disadvantaged Mexican-Americans.

This project's demonstration classes are at Lowell Elementary and Memorial Junior High, which are within the area proposed for the Model Cities Planning Grant.

SOCIOECONOMY: The residents of the inner-city part of San Diego have the lowest family income, the highest percent of families on welfare, and the largest proportion of residents who do not have effective use of the English language. Of the 20 census tracts in San Diego City which have more than 400 persons with Spanish surnames, only eight are not poverty areas and two of the eight are marginal poverty areas. In south San Diego which includes the border community of San Ysidro 27.7 percent of the families had incomes of less than $3,000. Of this population, 51.7 percent are Mexican-Americans.

EDUCATION: Individuals in this area attending schools have great need for high quality of educational services in each school each year; they also need motivation to achieve their fullest individual potential and to develop individual goals for achieving status.

At Lowell Elementary 88 percent of the students have Spanish surnames. At Memorial Junior High School 35 percent of the students have Spanish surnames.

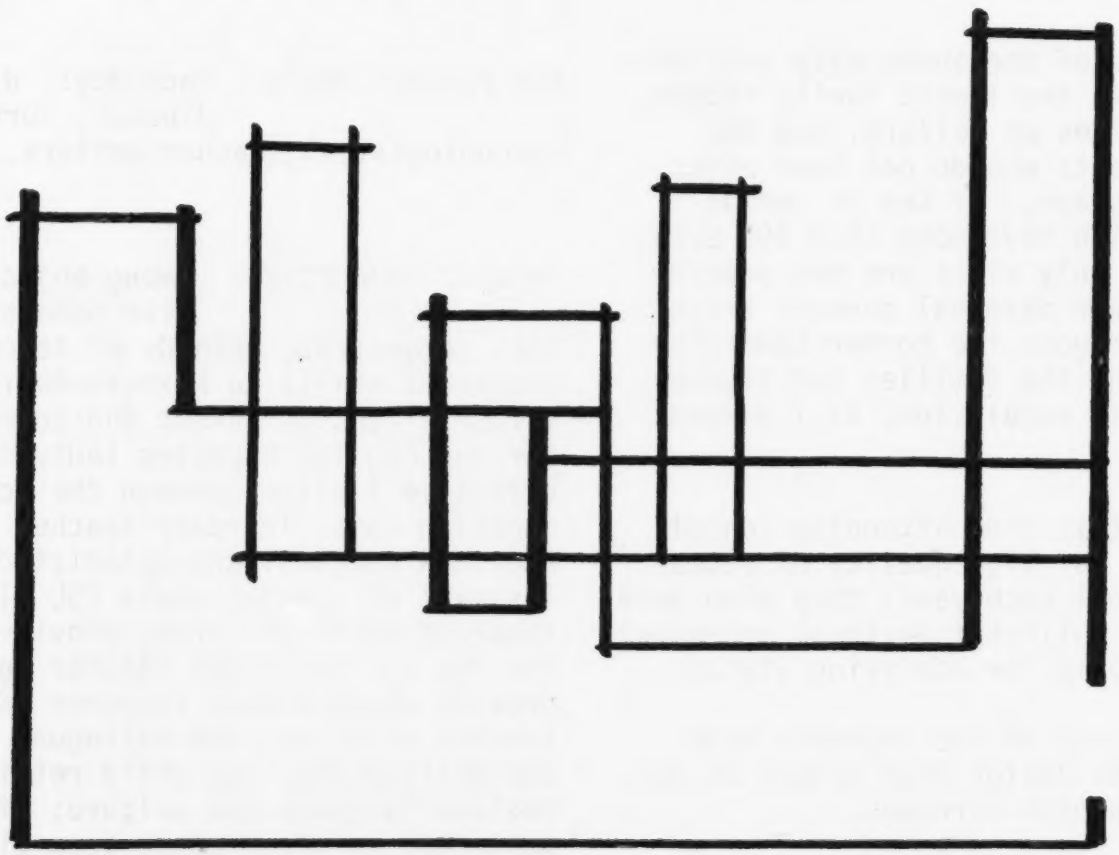
More than half of the Mexican-American men and almost half of the women 14 years of age and older have not gone beyond the eighth grade in education. In San Ysidro, the median education of the adult Mexican-American population is 6.6; in Carlsbad, a city in the north coast area of San Diego County, the level is 6.2.

PROJECT SCHOOLS: Lowell Elementary and Memorial Junior High School in the city; Montgomery School, Chula Vista City Schools; Beyer School, San Ysidro; Pine School, Carlsbad; San Dieguito High School, Encinitas; and Kimball School, National School District.

KEY PROJECT STAFF: Includes: director, community coordinator, curriculum coordinator, psychologist, 5 teacher-writers, graphics artist.

PROJECT OBJECTIVES: Among objectives are to: designate five demonstration classrooms of ESL; demonstrate methods of teaching the English communications skills to Mexican-American students; demonstrate effective parent and community support programs for non-English speaking individuals; demonstrate effective liaison between the school and the Spanish-speaking home; increase teacher awareness of Mexican-American cultural characteristics; encourage the establishment of special adult ESL classes that complement those of their children; provide on-site resource help for the ESL classroom teacher on a continuing basis; provide professional resource assistance to the ESL teacher utilizing the bilingual approach; insure that the Mexican-American child retains a pride in the Mexican language and culture; disseminate information pertinent to the project-specialized programs and the non-English speaker; and bring specificity to the evaluation of the ESL program.

PROJECT DESCRIPTION: Model demonstration programs involving instruction in English as a second language for Mexican-American children will be given in two inner-city schools. The demonstration classes will include beginning classes at the preschool kindergarten, intermediate, and junior high school. Ten monthly workshops will be conducted by the ESL Center (headquarters established under the project, Exemplary Program in Teaching English as a Second Language). Twenty-five teachers will be involved in the workshops each month. The summer workshop will also be conducted for 25 teachers. Inservice programs will be conducted for teachers in other schools where these demonstration programs will be duplicated. Community aides will be used to establish communication and cooperation with the Spanish-speaking homes. Five San Diego County school districts will participate in this project as Satellite Centers. Nonpublic schools will be served through participation in the inservice training and dissemination of materials developed by the project.



SAN FRANCISCO, CALIFORNIA—COMMUNITY EDUCATION PLANNING PROJECT

PROJECT IN BRIEF: This project is comprised of three components:

1. Southeast Educational Development (SEED)

"The primary purpose of the SEED program is to establish an exemplary model of community organization and develop positive relationships between parents, community representatives, and school personnel--relationships which will foster the establishment of a more meaningful, intellectually productive, and personally satisfying education program for the children in the elementary schools of the Hunters Point-Bayview district."

2. The Community Education Planning Project of Ocean View, Merced Heights, Ingleside Terrace (OMI)

"The basic aim of the project and of the people involved is a model interracial community proposed for a setting in which teachers and parents can work together in an atmosphere of mutual trust and understanding to meet the needs of the individual child. It provides a structure through which all concerned can work together toward the improvement of all phases of the school--guidance, curriculum, services, etc."

3. Optimal Use of Resources

(a) High School Resource Centers
"Galileo and Woodrow High Schools are to be designated as resource centers and pilot programs are to be established."

(b) Pilot Elementary Science Resource Center
"The overall objective will be to plan, develop, implement, and evaluate a model exemplary program in both physical and biological sciences for fifth grade classes, so selected as to insure integrated experience by color, race, and ethnic background."

(c) George Washington High School Feeder School Complex
"To plan, develop, organize, implement, and evaluate a community organization development necessary to achieve a climate of social consensus for the integration of the feeder school systems attached to the George Washington High School."

PROJECT COST:

(1)	Project SEED	$545,760
(2)	OMI	275,000
(3) a.	High School Resource Centers	50,000
b.	Science Resource Centers	75,000
c.	Community Preparation for Implementing a Complex	75,000
	Total	$1,020,760

SCHOOL-COMMUNITY COORDINATOR:

(1) SEED Project - Rev. Charles Lee

(2) OMI Project - Mr. Carlos Ruling

(3) Optimal Use of Resources
(a) High School Resource Centers

(b) Elementary Science Resource Center - Mr. Ken Lucas

(c) George Washington High School Complex

CONTACT: Isadore Pivnick, Director of Innovative and Compensatory Education Programs
San Francisco Unified School District
135 Van Ness Avenue
San Francisco, California 94102
(415) 863-4680

PROJECT AREAS: Hunters Point-Bayview, Ocean View, Merced Heights, Ingleside Terrace

SOCIOECONOMY: The Hunters Point-Bayview district is almost a classic example of the "across the tracks" industrial slum area. Hunters Point, the area of greatest poverty concentration in San Francisco, consists of 4,846 families; approximately 1,500 are housed in the temporary housing section; and 3,346 occupy permanent low cost housing in the surrounding area. People here have assumed the dominant society's goal values, but few have opportunity to achieve them.

The unemployment rate in this district is currently estimated between 10 and 15 percent; the metropolitan area is 4.4. The median family income was far lower in 1960 than for the city as a whole--$4,769 as compared to $6,717. Almost 25 percent of Hunters Point families have incomes of less than $3,000 as compared to 13 percent of such families in the entire city.

The OMI Project Area cannot be classified as a poverty district because its residents hold middle-class aspirations; student achievement is a paramount factor in community stabilization. Of the five schools within the district, only one has a predominantly Caucasian racial composition. Two of the schools have reached the point where they are almost solidly minority group in composition. It is hoped that increased effectiveness of program in these schools will, through community stabilization, improve racial balance in the participating schools.

According to the 1960 U.S. Census figures on housing, the OMI community had a total of 7,014 families comprising a total of 26,590 persons or 13 percent of the state's population living within it.

EDUCATION: Of persons in this area, 30 percent have had less than eight years of education, as compared with 17 percent in the city at large. Only 20 percent of the adults have completed four years of high school, as compared with 27 percent for the city. Of residents between 15-34 years of age who attend college, there are 3.3 percent, as compared with 10.1 for the city. Results of the State Testing Program of 1966-67 show that students here are well below city averages in reading ability. Pupil transiency in the schools is higher than that of the city. Pupils are deficient in writing, comprehension, object identification, object relationships, and problem solving techniques. The dropout rate for the area is 22.5 percent; for the city, 8.7.

PROJECT SCHOOLS: Bay View, Bret Hart, Burnett, Fremont, Hunters Point I, Hunters Point II, Hunters Point II Annex, Jedediah Smith, Jedediah Smith Annex, Sir Francis Drake, Sir Francis Drake Annex, All Hallows (parochial)

Commodore Sloat, Farragut, Ortega, San Miguel, Sheridan, St. Emydius, St. Michaels, St. Thomas More

Galileo and Woodrow Wilson High Schools, George Washington High School

KEY PROJECT STAFF: SEED includes: school-community coordinator; supervisor, community relations; supervisor, education; curriculum assistant and evaluator; guiding teacher; elementary classroom teachers; 15 community resource assistants.

OMI includes: director, asst. director, block organization specialists, tutorial coordinator, teacher aides, consultants, librarians, curriculum specialists, researcher.

PROJECT OBJECTIVES: SEED would, among other objectives:

1. Bring parents and community leadership into a cooperative effort with school district personnel in the planning and implementation of educational programs

2. Involve parents in educational program development and evaluation at the local school level

3. Help school personnel understand community expectations of the schools and subcultural conditions, mores, and social behavioral patterns which may be translated into education-programs

4. Help parents and the community in general to understand educational theory; the learning process, school and classroom structure, procedures, and dynamics; and ways in which they can enhance the academic achievement of their children

5. Provide opportunities for members of the community to participate on a paid basis in ongoing educational programs

6. Develop a pilot program of first grade instruction which may serve as an exemplary model for the total elementary program in the Hunters Point-Bayview district

7. Plan and design, with full community cooperation and participation, a model experimental elementary school relevant to the special educational needs of the children in the Hunters Point-Bayview area

8. Develop educational strategies and techniques potentially productive of racial integration

9. Evaluate the success of programs planned under SEED and advise the schools of the area what procedures will be taken to make these ongoing programs successful

10. Evaluate existing school organizational patterns, policies, personnel relationships, and practices to determine what changes are needed to foster educational improvement in this area.

OMI would, among other objectives:

1. Raise the reading level of at least 90 percent of the elementary grade school--grades one through six--within the OMI community

2. Involve parents and resources of the community in the planning, development, and maintenance of curriculum and organizational programs for the elementary schools of the area

3. Develop a managerial model to insure creative operation of the program, quality assurance, and process management to help meet and evaluate the primary objective of the program.

PROJECT DESCRIPTION: Utilizing the present leadership of the Hunters Point-Bayview Coordinating Council and the San Francisco Unified School District, the SEED project will establish an educational planning office in the southeast section of San Francisco, staffed by personnel who have intimate knowledge of the community and who will be responsible for program planning and development; recruit and train a corps of 15 community aides, selected from within the community, for placement in schoools and the community; and establish three model first grade demonstration classes--at a school site in the Hunters Point-Bayview area--which will build essential skills, attitudes, and habits through experimentation with innovative materials, techniques, approaches, and relationships.

The OMI Project will provide for the Reading and Language Arts component, the Block Club Organization, and the Tutorial Program. The language arts-reading proposal is designed to upgrade the teaching of reading, enhance language arts skills, provide special instruction in remedial work, investigate the usefulness of typewriting as an aid to improving language arts instruction, and utilize the service of language arts-reading specialists--resource persons from the community and consultants from San Francisco State College. The Block Club Structure will initially assume three functions: organizing small neighborhood groups for social and informational purposes; continuing and expanding the program of "block watchers"; and serving as a community resource bank. The Tutorial Program has provided individualized help of both enriching and remedial nature over the past three years on a voluntary basis both as to tutors and coordination. But it has now grown beyond the stage where coordination can be done on a voluntary basis. Accordingly, some professional assistance must be procured.

Optimal Use of Resource Centers

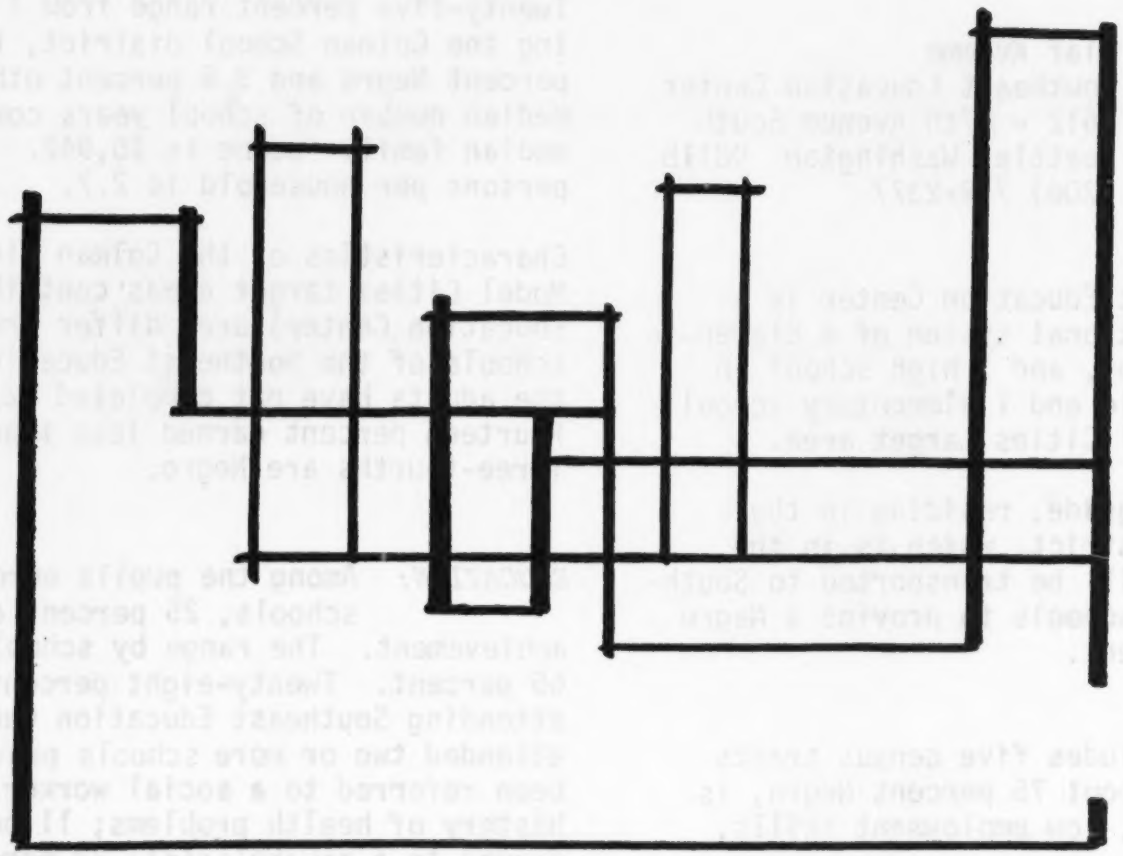
a. In the high school resource centers, Galileo plans to analyze, develop, implement, and evaluate a marine science laboratory related to the physical and biological sciences by using marine science as a program to provide a foundation for both college entry and vocational skills.

At Woodrow Wilson High School, the computer training program will be expanded as a resource center involving students from other high schools in San Francisco.

b. For the Outdoor Science Resource Center, there are excellent resources in practically every section of San Francisco which would capture the interest and natural curiosity of children. Therefore, the services of this center should not be concentrated in one single center, but the district should make use of all the facilities available. The elementary teachers have already laid the groundwork for numerous possibilities for establishing resource centers which could be extended beyond the area of science to include social studies, mathematics, and the arts.

c. For the George Washington High School Feeder School Complex, there must be community preparation. Achieving a climate of social consensus for the integration of the feeder school systems attached to the George Washington High School would require dialogue and communication as an integral part of the plan beginning with teachers and school administrators and involving all parents and organized groups, such as PTA units,

mothers clubs, and existing neighborhood councils. Open meetings and confrontation groups would have to be developed so that social agreement and accommodation could follow any initial conflict phase.



SEATTLE, WASHINGTON-PLANNING A SOUTHEAST EDUCATION CENTER

PROJECT IN BRIEF: "To plan and develop a continuous progress demonstration center for residents of the southeast areas of Seattle and residents of the central area of Seattle which will provide higher quality education, improve racial balance."

PROJECT COST: $355,036 - 1968-69

PROJECT PLANNING DIRECTOR: Olaf Kvamme
Southeast Education Center
6612 - 57th Avenue South
Seattle, Washington 98118
(206) 772-2377

PROJECT AREA: The Southeast Education Center is a unique educational system of 4 elementary schools, 1 middle school, and 1 high school in the southeast area of Seattle and 1 elementary school located in the Seattle Model Cities target area.

Children, 5th through 12th grade, residing in the Colman Elementary School district, which is in the Model Cities target area, will be transported to Southeast Education Center area schools to provide a Negro enrollment of about 20 percent.

SOCIOECONOMY: The area includes five census tracts. One tract, about 75 percent Negro, is plagued with poor education, low employment skills, and inadequate houses.

Two tracts, mostly white, are well below the city average. They contain young families with a higher divorce rate, lower incomes, fewer high school graduates. One of these two tracts has a low-income housing project. The remaining three tracts are composed of mostly white families with higher income and education.

Among the southeast area population, the average age is about 34 years. Twelve percent are 65 years and older. Twenty-five percent range from 7 to 14 years. Excluding the Colman School district, the population is 4.8 percent Negro and 3.6 percent other nonwhite. The median number of school years completed is 12.2, and median family income is $6,942. The average number of persons per household is 2.7.

Characteristics of the Colman Elementary School (the Model Cities target areas contributor to the Southeast Education Center) area differ from those of the other schools of the Southeast Education Center. Over half the adults have not completed 12 years of school. Fourteen percent earned less than $3,000 (1959). Three-fourths are Negro.

EDUCATION: Among the pupils enrolled in southeast area schools, 25 percent are below average achievement. The range by school is from 10 percent to 65 percent. Twenty-eight percent of the pupils now attending Southeast Education Center schools have attended two or more schools previously; 10 percent have been referred to a social worker; 2 percent have a history of health problems; 11 percent have been referred to a psychologist; 22 percent have received one or more years of instruction in reading improvement help; the absentee rate is 5 percent: the mean grade point average in basic skill subjects is C+; 10 percent

have satisfactory citizenship records; 5 percent have an unsatisfactory promotion record. Some 85 percent live with their real fathers and mothers.

PROJECT SCHOOLS: Included will be six existing elementary-secondary schools and one new middle school. The schools will house about 5,000 pupils and are: (1) Rainier Beach High School, (2) the middle school, (3) Dunlap Elementary School on contiguous and other sites; Colman, South Van Asselt; Emerson; Rainier View Elementary Schools.

KEY PROJECT STAFF: The staff includes the project director and six planners whose specialties are curriculum, research, instructional technology, evaluation, facilities, community relations, and transportation. Staff from the University of Washington, Northwest Regional Laboratory, and the State Office of Public Instruction are participating. The project is administered by the Planning and Research Director of the Seattle School District.

PROJECT OBJECTIVES:

1. Individually prescribed instruction
2. An integrated enrollment, 5-12
3. Community oriented schools

PROJECT DESCRIPTIONS:

1. Southeast Education Center: A single chief administrator over a cluster of 7 schools

   District: One chief administrator over all other District elementary schools, another over all other secondary schools

2. Southeast Education Center: Primary, K-4; middle, 5-8; secondary, 9-12

   District: Elementary, K-6; junior high, 7-9; senior high, 10-12

3. Southeast Education Center: Individually prescribed instruction

   District: Group prescribed instruction

4. Southeast Education Center: Planned integration (5-12)

   District: Voluntary integration only

5. Southeast Education Center: Nongraded curricula

   District: Graded

6. Southeast Education Center: Supporting services decentralized

   District: Supporting services centralized

7. Southeast Education Center brings into one system more effective educational practices, such as: cross discipline, team planning and teaching, independent study, individually prescribed programs of instruction, variable grouping, demand scheduling, staff based instructional decisions, teacher assistants and technicians, computer based instruction and instructional management, continuous progress.

District will have uniform curriculum, independent planning and teaching, group study, group standards and pace, fixed schedules, centrally based instructional decisions, teacher oriented strategies, annual progress.

8. Southeast Education Center's teacher roles include diagnosing, prescribing, programing, scheduling, evaluating, counseling, and communicating.

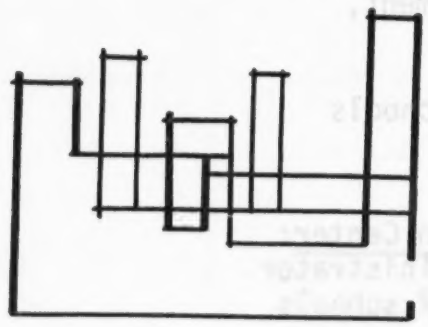
District's teacher roles include teaching, keeping records, reporting, disciplining, room management.

PROGRAM ELEMENTS: The new instructional format, plus some new facilities, and the new technologies contribute to the future training of teachers.

A resident advisory council aids in planning, evaluation, and dissemination.

Seattle Community College, as well as other higher institutions of learning, will provide for continuous movement of pupils.

Civic agencies, parks, health, libraries, U.G.N. social services are coordinating their plans with schools. Resources of the school will be shared with the community.



SPRINGFIELD, MASSACHUSETTS - TO IMPROVE INSTRUCTION FOR THE INNER CITY CHILD

PROJECT IN BRIEF: "This is a project to implement a cooperative program with the Model Cities organization to identify the educational needs of the inner city child in Springfield and to construct innovative educational projects to meet these needs."

PROJECT COST: $25,280 - 1968-69

PROJECT DIRECTOR: Bryant Robinson, Jr.
195 State Street
Springfield, Massachusetts 01103
(413) 783-2262

PROJECT AREA: The project will focus in particular on the geographic area that has been designated as the Model Cities area--one of the oldest sections of the city the center of which is a junction of State Street and Wilbraham Road--Winchester Square.

It will implement a cooperative program with the Model Cities organization and will work through the existing elected Model Cities Policy Board and its Education Task Force.

SOCIOECONOMY: Many of the social problems are those characteristically attendant on such an area of nonwhite concentration. An extremely large proportion of families are economically and culturally disadvantaged and live at a poverty level. Relief rates for all categories of assistance are well above the city average. The juvenile delinquency rate, unemployment rate, illiteracy rate, the proportion of school age children not enrolled in school, and mentally retarded persons are all high.

Families with income less than $3,000 add up to (city total) 6,582; Model Neighborhood Area, 1,092. Families with income less than $1,000 number 1,909 (city total) Model Neighborhood, 202. The unemployment rate in the project area is considerably higher than for the city generally--5.8 for the city, 6.9 for the project area. The poor overall condition of housing is a major physical problem. In the City of Springfield, deteriorating housing is widespread. In the Model Cities Area alone, there are 1,925 deteriorated units and 590 dilapidated units.

EDUCATION: Springfield's population is generally better educated than the typical central city in metropolitan areas of similar size in the Northeast --median school years, 10.9--but in many respects, it has a lower level of educational attainment than the Nation, the State, or the Springfield Metropolitan area. This fact may be attributed to the out-migration of the more educated younger productive group and the in-migration of less educated nonwhites. There is a high degree of crime and delinquency problems.

PROJECT SCHOOLS: Four elementary schools serve the area. They are: Brookings, DeBerry, Ells, Homer Street.

PROJECT STAFF: Only a project director at this time

PROJECT OBJECTIVES: 1. To identify and establish priorities of the needs of the inner city child--needs which relate to education in the city of Springfield

2. To enlist the assistance of the community in identifying needs, in considering ways in which they may be met, and in developing programs of education to meet them

3. To construct frameworks and develop processes through which the ideas and resources of the various communities may be effective in the education process

4. To secure the confidence, trust, and support of the citizens of the inner-city in the development of programs

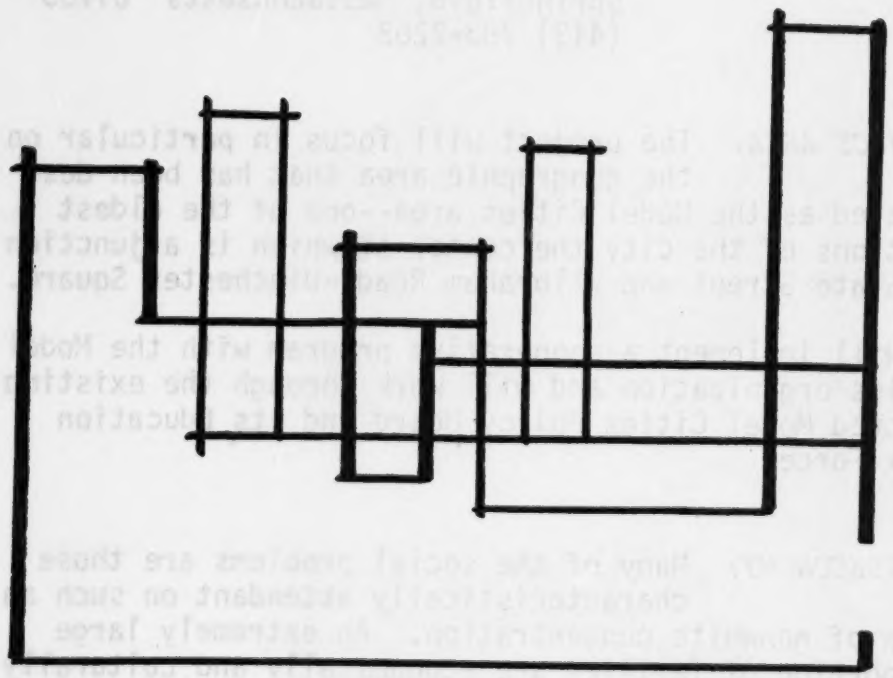
5. To develop educational situations, programs, and schedules that will have maximum usefulness for inner city children

6. To provide effective training in basic skills

7. To orient the program of education with stress on vocational relevance

8. To recommend to other communities of similar composition programs that have proved successful.

PROJECT DESCRIPTION: Task groups, representing teachers and administrators, parents, community agencies, and industry, will plan programs to serve selected schools in the Model Cities area. The Education Task Force of the Model Cities Policy Board will serve as the vehicle for community participation by holding a series of hearings to promote community interest and to receive program suggestions. The Policy Board will vote on all proposed activities before they are submitted to the Springfield School Committee. Springfield College has conducted sensitivity training for teachers in the target area, utilizing community leaders as consultants. Springfield College has expressed willingness to assist the project staff in the development of programs for the 1968-69 school year. Some of the pilot programs may emphasize vocational education and the use of facilities outside the regular classrooms. As they are developed, specific operational components will be submitted to the Office of Education and the State Department of Education for approval as part of the total program.



SYRACUSE, NEW YORK--DESIGNING A CAMPUS PLAN FOR QUALITY EDUCATION

PROJECT IN BRIEF: "Designing a Campus Plan for Quality Education: An Innovative Project to Develop a Model Sub-System for Elementary Education."

PROJECT COST: $249,000 - 1968-69

PROJECT CO-DIRECTORS: Mr. Hanford Salmon, Assistant Superintendent of Schools, Syracuse City School District; Dr. Allan S. Hartman, Director, Educational Development Assistance Program, Eastern Regional Institute for Education (ERIE), Syracuse, New York.

CONTACT: Mr. Hanford Salmon
Assistant Superintendent of Schools
Syracuse City District
409 West Genesee Street
Syracuse, New York 13202
(315) 474-6031

PROJECT AREA: The Syracuse proposal is for four sites located around the periphery of the city on city-owned property or on land available at low cost. Each of the four sites would be designed to accommodate between 4,000 and 4,500 pupils. The first campus site has been selected for the northern periphery of the city.

SOCIOECONOMY: Almost 25 percent of the families in the Model Neighborhood Area, which comprises the entire southern and southwestern sections of the inner city and part of the eastern section, earn less than $3,000 per year. Unemployment rates are high--8.2 for males as compared to the city's 5.1 percent. Females unemployment is concentrated in the racial minority groups. While the unemployment conditions in Syracuse have improved, the hard core unemployment in the Model Neighborhood Area has not been affected. High unemployment, large families and low incomes have contributed to the need for welfare assistance to many families here.

This area contains 23 percent of the city's substandard housing units and a major amount of deteriorating housing.

EDUCATION: Education levels are poor; 25 percent of persons 25 years and over have less than eight years of schooling. Nonwhite population within the city has been increasing--a trend which will probably continue. The nonwhite school population will increase by 50 percent in the next five years. Mobility of families with elementary school children account for approximately 75 percent of intra-system transfers--a significantly high proportion of movement between schools. Residential patterns are reflected noticeably in the racial imbalance in neighborhood schools. This is particularly true at the elementary level. Of the city's 31 elementary schools, 24 may be classified as racially imbalanced.

PROJECT SCHOOLS: The Campus Plan Proposal envisioned four elementary public school campuses to house all the city's elementary school children (K-6).

KEY PROJECT STAFF: Mr. Hanford Salmon, Assistant Superintendent of Schools, Syracuse City School District; Mr. David Sine, Director of Research, Syracuse City School District; Dr. Allan S. Hartman, Director, Educational Development Assistance Program, Eastern Regional Institute for Education (ERIE), Syracuse, New York.

PROJECT OBJECTIVES: The specific objective of this initial phase of the project is the design of the major components--educational program, staffing, organization, resources, and facilities --of the first of the four parks from neighborhoods having the oldest and most obsolete buildings in the city.

PROJECT DESCRIPTION: Four educational parks will be planned for Syracuse which will house the entire elementary school population of 18,000; provide a structure for implementing quality education; permit a high degree of community involvement in related advisory, planning, instructional, and managerial tasks, and functions; and bring about the full integration of all elementary age children.

An integrated plan for individualized instruction is planned through the use of a continuous progress approach in combination with team teaching, intensive deployment of instructional specialists, and extensive utilization of media technology. Large computer installation will allow for individualized diagnosis, lesson prescription and pupil assessment. TV equipment will permit simultaneous transmission of any combination of 20 programs to 250 receiving points. High student use and operation of AV equipment planned.

PROGRAM ELEMENTS: Educationally, the Campus plan allows for a more effectively developed and implemented educational program. Resources and staff can be mobilized more effectively than in the traditional neighborhood school. The Campus plan can offer children more educational options and opportunities than are found in a neighborhood school. Finally, the variety and kind of resources possible in a campus setting permit not only a richer educational environment,such as an ambitiously designed science laboratory, but also allow for more varied and flexible instructional approaches. The Campus Plan also brings about social, economical, and demographical benefits.

Other Federally funded programs active in the area include: Title III-Individualized Instruction in a Prototype School (Porter School); Title III-Developing Self-Esteem Curriculum for the Disadvantaged (Croton School); Title IV-Regional Laboratory; and HUD-Model Cities Planning Grant.

TAMPA, FLORIDA--MIDDLE SCHOOL MODIFICATION FOR AN INNER CITY CORE SCHOOL

PROJECT IN BRIEF: "Modification of a Middle school concept for an inner-city core junior high school. The modification will be in the areas of curriculum, classroom environment, personnel utilization, development and use of learning materials, learning time and conditions as well as teacher behavior."

PROJECT COST: $217,628 -- 1968-69

PROJECT DIRECTOR: E. L. Bing
707 E. Columbus Drive
Tampa, Florida 33602
(813) 223-5331 Ext. 228
(813) 223-3310

PROJECT AREA: B. T. Washington Junior High School, an older inner-city junior high school, is located on a sub-standard site and surrounded by urban renewal projects. This project supports, and is a part of the educational component of the Model Cities Program. One of the primary objectives of the project is to develop within youngsters a sense of pride and appreciation for the Model Cities concept so that they will want to become a part of the environment that it is attempting to foster.

SOCIOECONOMY: As of July 1967 the city-wide rate of unemployment was 3.3 percent. The estimated number of unemployed during the same period was 10,200.

A comparison of the living conditions of nonwhite residents against those of the entire community indicates that 50 percent of the nonwhite houses are considered sound in contrast to 80 percent of the entire community; 28 percent are deteriorating against the communities 14 percent; and 21 percent nonwhite units are considered dilapidated versus 6 percent of the combined group housing.

The 1960 Census data display a relatively low economic level of the people in Hillsborough County. It is estimated that almost half of the Tampa population falls into the "poverty" area--those families whose annual income is below $5,000.

Family Income Distribution (1960)	
Hillsborough County (all citizens)	$4,616
Hillsborough County (nonwhites)	$2,955

EDUCATION: Statistics show that the children's skills in reading and arithmetic computation are somewhat below the state and national norms. Children within the project area apparently enter school with little or no readiness for school learning and establish a pattern of failure which they carry through junior and senior high school. It appears that for reasons that have to do with the home background of some children and with the education the county offers them, there are substantial numbers of children in Hillsborough County "on whom the schools basically have no effect." The median school years for Hillsborough County residents is 10.1 years.

PROJECT OBJECTIVES: The ultimate objective of this program is to individualize instruction in a manner designed to develop a more

positive self-concept and to foster greater academic achievement. An intermediate objective is to structure courses to include concepts and techniques which will assist students in understanding their heritage, the challenges which are theirs, and in developing techniques needed by all to participate as fully functioning individuals in today's world, and to provide opportunities for experiences in the world of work.

PROJECT SCHOOLS: The project will be located at B.T. Washington Junior High School.

KEY PROJECT STAFF: Personnel included are: A basic faculty--a principal, dean of boys, dean of girls, 2 counselors, librarian, and classroom teachers. In addition, there are 1 project director, 4 curriculum specialists, 6 team leaders, and a camping and out-door classroom component composed of 4 teachers.

PROJECT DESCRIPTION: Instruction will be individualized and improved in an inner city junior high school in an effort to foster greater academic achievement and to develop more positive self-concepts on the part of students. The curriculum will be revised; and nongrading, modular scheduling, and team teaching will be introduced. Curriculum specialists will be utilized exclusively in the teaching-learning situation. Their primary responsibilities will be: working with teachers in the area of curriculum and program planning, material selection and development, working and planning with team leaders, staff development, and other phases of instruction that lend to the attainment of the objectives of the program. Students will also be instructed in an out-door classroom setting during a 5-day period. In addition to the many advantages of this arrangement, students are provided an opportunity to learn together with students from other areas of the school district.

PROGRAM ELEMENTS: The Model City Planning group is assisted by University of South Florida, the Neighborhood Youth Center, the P.T.A. and other service groups. Title III Projects IDEALS with a related operation inner-city core satellite school provide for a two-way flow of planning and information for the Hillsborough County, Tampa, Florida Model City Planning Project.

OTHER FEDERALLY FUNDED PROJECTS IN SUB-SYSTEM: This project receives benefits from NDEA, ESEA projects, and Neighborhood Youth Corps.

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